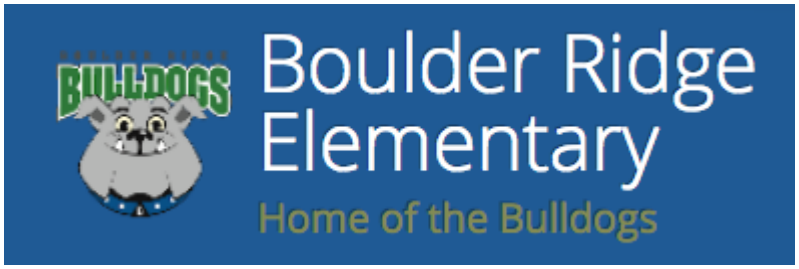
School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Boulder Ridge Elementary
Address	27327 Junipero Rd. Menifee, CA 92585
County-District-School (CDS) Code	33 67231 0127761
Principal	Heather Hilz Fitzgerald
District Name	Romoland School District
SPSA Revision Date	September 26, 2023
Schoolsite Council (SSC) Approval Date	September 26, 2023
Local Board Approval Date	November 14, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

VISION:
"Boulder Ridge Elementary is committed to developing our students to be proactive citizens and life-long learners."

CORE VALUES - CONNECTED TO THE 7 HABITS:

- Be proactive in all you do
- Understand by listening
- Lead when no one is watching
- Look for Win-Win solutions
- Do work, then play
- Organize times to synergize
- Goals with the end in mind
- Sharpen your saw, to be a better you

GOALS:
Increase the academic achievement of all students through enrichment and intervention.
Develop students to encompass characteristics that make them empathetic, motivated, and courageous that will follow into their adult lives.
Provide an educational environment where learning encompasses both inquiry and excitement.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Boulder Ridge Elementary is home to approximately 850 TK-Grade 5 students. Boulder Ridge Elementary provides a continuum of special education services to students. 12.8 % of our students qualify for Special Education and our teams are committed to providing students with an inclusive environment where all students are given access to the general education setting to the greatest degree possible. 68% of our students are socioeconomically disadvantaged, 9% of our students are classified as English Learners, and 1% of our students are Foster Youth. 70% of our students are Hispanic, 17% of our students are White, 6% of our students are African American, 1.4% are Asian, .03% are American Indian, .01% are Pacific Islander, and 3.6% of our students identify as Two or More Races.

As reported by the California Data Dashboard from the 2022-2023 School year:

232 of our students were considered to be chronically absent during the 2022-2023 school year.

During the 2022-2023 school year, a total of 22 suspension incidents occurred, which all resulted in multiple interventions and supports to develop the social-emotional well-being of students.

In the area of English/Language Arts:
Boulder Ridge Elementary's 2023 CAASPP ELA Scale Score of 2439. The overall percentage of met and exceeding standards within that year was 40% of 3rd through 5th grade students.

In the area of Mathematics:
Boulder Ridge Elementary's 2023 CAASPP Math Scale Score of 2438. The overall percentage of met and exceeding standards within that year was 30% of 3rd through 5th grade students.

As measured by the English Language Proficiency Assessments (ELPAC) for California:
Boulder Ridge Elementary's 2023 ELPAC, 9.88% of English Language Learner students were considered to be at a Level 4 (Well Developed) with the English Language.

Boulder Ridge Elementary has determined areas of focus for the 2023-24 school year.

Focus 1, Increase reading and writing proficiency.
Focus 2, Increase mathematical proficiency.
Focus 3, Increase English Language Development for English Language Learners.
Focus 4, Reduce Chronic Absenteeism.
Focus 5, Increase positive behaviors within students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent/guardian surveys are administered throughout the school year. These surveys allow us to serve our students and community needs better.

The California Healthy Kids Survey (CHKS) once a year to 5th-grade students, which allows us to gauge the school climate and culture of our school.

The results for the CHKS School Engagement & Supports are as follows for the 2022-2023 school year:
School Connectedness, 70%, Academic Motivation, 76%, Caring Adult Relationships, 68%, High Expectations, 83%, and Meaningful Participation, 41%.

The results for the CHKS School Safety are as follows for the 2022-2023 school year:
Feel Safe at School, 72%, Being Hit or Pushed, 36%, Mean Rumors About You, 28%, Called Names or Mean Jokes, 43%, Saw a Weapon at School, 15%.

The results of these surveys/interactions/discussions show a need for continued work around school safety, specifically looking at eliminating students seeing weapons at school and the overall feeling of being safe at school.

The work with The Leader in Me provides the opportunity for the Measurable Results Assessment (MRA) to be given to students, staff, and families annually in the areas of Academics, Culture, and Leadership.

Our overall score for the Leader in Me Measurable Results was at 76, which was a 5 point increase from the previous year. Leadership was scored at 75, up one point from the previous year. Culture was scored at 78, up eight points from the previous year. Academics was scored at 80, up 3 points from the previous year. With the reviewal of the results, this year's focus will be that of staff collective efficacy and strengthening a more supportive staff enviornment.

Olweus is another survey, that collects the current 3-5 grade students' perspectives on Bullying at the school site.

Here are the following results for OWLEUS for the 2021-2022 School Year.
Students being regularly targeted was at 15%, and students targeting others, would be at 4%. We also see that the boys that responded to the survey had a higher percentage rate of the types of bullying displayed at school, with verbal bullying and exclusion being the highest percentage. Therefore the results of this work does show that continued daily meetings for Bullying prevention and possibly targeting boy groups to support with peer socialising development.

Lastly, the community can provide direct input to the Principal and Assistant Principal at the Parent Lighthouse Meetings, School Site Council Meetings, and ELAC meetings. The input of parents/guardians helps determine the school's instructional and intervention plans for student success.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Weekly classroom walkthroughs are performed by the school administration, as well as district administrators. Results from these classroom observations are communicated to teachers and staff in order to help drive their instruction. Teachers have had a number of opportunities to observe one another in a formal manner with opportunities for feedback to one another. Yearly formal observations are conducted for those teachers who are due to be formally observed. Teachers engaged in the formal observation process receive feedback three times a year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers and staff members are "highly qualified" and meet all staffing requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional Development is provided two Wednesdays per month at each school site in the Romoland School District. Teachers also have a collaborative learning community time twice per week for a 50-minute session. In addition, Instructional Coaches assist teachers via a whole group, small group, and one one-on-one sessions with training on various instructional strategies and resources needed in the classroom. Teachers have also had numerous opportunities to attend professional learning conferences throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our English Language Arts and Math core curriculum are aligned with the Common Core and California State Standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Educational content experts and Instructional Coaches support teachers with research-proven instructional strategies to improve student achievement. Leadership team members are provided with training that's then shared with grade-level members during PLC time.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The Romoland School District provides twice per week (50 minutes each session) Professional Learning Community sessions for teachers to meet as a grade level to analyze student data and set forth an educational plan for their students. Teachers met in grade-level teams during three release days this school year to collaborate on the creation of common formative assessments, as well as create intentional lesson plans that meet the variety of needs of all students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Boulder Ridge Elementary utilizes the Romoland School District's Core Curriculum to ensure that the alignment of California Common Core standards, first best instruction, and resources/materials meet the personalized needs of each and every student. English Language Arts is supported with McGraw-Will Wonders and each grade level follows pacing that is cohesive district-wide. Mathematics is supported with Houghton-Mifflin Go Math and each grade level follows pacing that is cohesive district-wide.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers have prepared and submitted to the principal their weekly schedule which meets instructional minute requirements. All teachers post their daily schedules, and the principal monitors daily schedule posting and instructional minutes via weekly classroom walkthroughs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Proper sequencing and pacing of instruction have been accomplished via our Core Curriculum Placemats.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Per the Williams Act, all students have access to standards-based instructional materials appropriate to their grade level. Teachers have the opportunity to purchase supplementary instructional materials via LCFF monies, as well as Title I monies. These materials must connect to CCSS and be relevant to the grade level in which they are to be used.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standard-aligned materials are currently being used in all classrooms for core instruction; McGraw Hill Wonders integrated and designated ELD program is available in all classes with ELs; Imagine Learning software will also be utilized by our EL students.

Cultural Proficiency

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level teams analyze student assessment data during PLC's and identify students in need of intervention. The schoolwide reading intervention takes place every day for 30 minutes to enable underperforming students to meet standards. Each classroom is offering intervention in math and literacy through the use of the iReady program.

Evidence-based educational practices to raise student achievement

Research based and proven educational practices and strategies are implemented throughout the school. All teachers are receiving ongoing training in Visible Learning and the principal monitors implementation during classroom walkthroughs.

Parent, Guardian, and Family Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There's a District Student Engagement Liaison who supports families in need and offers a parent resource center. STEAM Family Days/ Math and reading nights are offered throughout the year, as well as Anti-Bullying workshops for parents/guardians.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In the evaluation and drafting of this plan the following educational partner groups were engaged in the process: SSC, ELAC, Leadership Team, and parent/guardian community via Pastries with the Principal.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are being used to offer the following opportunities to students: Extended Learning, instructional materials and resources, and professional development for teacher instructional strategies.

Fiscal support (EPC)

In addition to site categorcial funds, the district provides a base program for all students through the Local Control Funding Formula and Local Control Accountability Plan. The school site is also provided with discretionary general use funds.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Boulder Ridge Elementary holds a number of educational partner engagement meetings throughout the year to inform people of current school data trends and to solicit feedback. These educational partner engagement meetings include Parent Lighthouse Meetings, School Site Council, and English Learner Advisory Committee. At all of these meetings the school site principal shares student data information with the school community in order to elicit feedback and share growth with the community. During Parent Lighthouse Meetings, stakeholders reviewed the accountability dashboard as well as ongoing data including iReady, Accelerated Reader, attendance, and suspension data. During ELAC meetings, educational partners were given the same information as well as an opportunity to review and discuss current EL progress, including redesignation rates and iReady growth reports for the EL demographic. Our staff is provided the opportunity to review data during staff meetings in order to provide insight and feedback during those meetings.

All parents/guardians, students, and staff are surveyed in Spring each year to determine the instructional and cultural needs of the school. A parent/guardian survey is sent home with students in April. The principal also obtains parent input at School Site Council and ELAC meetings to help determine the school's instructional and intervention plans for student success. At every SSC meeting, members receive an update on all data points for each SPSA goal. The Assistant Principal also reviews the SPSA summary at the DAC/DELAC meeting in Spring. The school site council members analyzed the English Language Arts and Math CAASPP, and I-Ready data for all students. The school site council also analyzes attendance, discipline, and healthy kids survey data. The principal obtains student input from ASB in regard to students' needs to improve the learning environment.

SSC Meetings:

8/22/22 - The meeting topics and actions included SSC training, the election of officers, the review of by-laws, the first reading and input for parent involvement policy, and the review of school data indicators.

9/21/22 - The meeting topics and actions included a review of school accountability data, a review of the school dashboard, a review and approval of the 22/23 school safety plan, an in-depth review of attendance data, goals for areas of need, and an update of the current categorical budgets.

10/4/22 - The meeting topics and actions included a review of SPSA updates and revisions and updated budgetary items.

11/30/22 - The meeting topics and actions included a review of our school's Comprehensive Safety Plan.

2/14/23 - The meeting topics and actions included the review of the California Dashboard data.

3/30/23 - The meeting topics and actions included a review of the LCAP & SPSA Planning for the 2023-2024 School Year.

5/1/23 - The meeting topics and actions included a thorough review, discussion, and approval of the 2022-23 SPSA.

LCAP/SPSA Stakeholder Meetings

Three meetings were conducted between January 2022 and March 2022. At these meetings, a group of stakeholders met virtually to review district and site data, review Romoland School District's and BRES's progress towards their annual SPSA goals based on data, and gather feedback from the stakeholders about the needs of the district and site based on the data and discussion at these very important meetings.

This feedback was gathered and utilized to plan the goals and expenditures for the 2022-23 school year.

1/26/23 Site LCAP - During this meeting members were educated on the LCAP process, community partners were able to provide input for the implementation of the goals. Also covered were the three major shifts for California, Universal TK, Universal Meals, and Childcare for all students.

3/2/23 Site LCAP - During this meeting, Multiple Tiers of Student success were reviewed. Community partners discussed the strengths needs and strategic actions around Social-Emotional Well-being, and Attendance for the 2022/2023 school year.

3/9/23 Site LCAP - During this meeting, Multiple Tiers of Student success were reviewed. Community partners discussed the strengths needs and strategic actions around Academics and The Leader in Me for the 2022/2023 school year.

3/22/23 District LCAP - During this meeting, conversations or the benefits, barriers, and suggested solutions took place with groups to begin planning out the efforts of the three major shifts.

4/5/23 District LCAP - During this meeting, surveyed themes gathered from community partners through the platform Thought Exchange were reviewed. The themes that were consistently seen throughout focused on safety and campus supervision and providing more enrichment opportunities to students.

4/19/23 District LCAP - During this meeting, the final review of data and trends was discussed and goals were synthesized for the district focus goals of increased professional development around math, increased support with instructional aides, and continued efforts of personalized learning.

ELAC meetings:

9/20/22 -The meeting topics and actions included ELPAC data review, introduction to the counselor, and BRES systems of success.

11/15/22 -The meeting topics and actions included ELAC training, a review of bylaws, officer elections, public comments, meeting of the new administration.

1/17/23 -The meeting topics and actions included ELPAC updates regarding the assessment testing windows, Safety updates, and Parent engagement PIQE informational session.

3/21/23 -The meeting topics and actions included ELPAC testing updates, PIQE review of data collected for sessions 1, 2, 3, SPSA wishlist, and parent engagement and community events planning for 2022-23.

5/9/23 -The meeting topics and actions included ELPAC testing updates, CAASPP testing updates, and a review of the SPSA Summary for approval.

Parent Meetings throughout the year with various topics took place as well. (8/23/22, 9/27/22, 10/7/22, 11/2/22, 12/12/22, 1/24/23, 2/14/23, 4/4/23, 5/23/23)

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.27%	0.24%	2	2	2
African American	5.5%	6.17%	7.5%	38	45	63
Asian	1.3%	1.37%	1.07%	9	10	9
Filipino	2.3%	2.06%	2.86%	16	15	24
Hispanic/Latino	70.5%	69.14%	68.57%	485	504	576
Pacific Islander	0.2%	0.14%	0.48%	1	1	4
White	18.5%	17.28%	14.76%	127	126	124
Multiple/No Response	1.5%	3.57%	4.52%	10	26	38
			Total Enrollment	688	729	840

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	127	124	167
Grade 1	115	128	110
Grade 2	109	124	158
Grade3	114	108	146
Grade 4	106	117	125
Grade 5	117	128	134
Total Enrollment	688	729	840

Conclusions based on this data:

1. Our enrollment has shown continued growth each year.
2. Our two largest student groups are Hispanic/Latino and White

Areas of Need

Due to the increased enrollment, new staffing will increase at the school-site. Therefore Professional Development will be important for staff to understand the culture and vision of Boulder Ridge Elementary.

Areas of Strength

The area of strength, based on the above data, is that our enrollment continues to grow. Ensuring that our community feels welcomed and supported is an important element to our school culture.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	47	66	85	6.80%	9.1%	10.1%
Fluent English Proficient (FEP)	57	41	38	8.30%	5.6%	4.5%
Reclassified Fluent English Proficient (RFEP)	11			23.4%		

Conclusions based on this data:

1. The percentage of English Learners students at Boulder Ridge has increased over the past few years, due to the rapid growth in our community, with a total of 118 English Language Learners for the 2023-2024 School Year.
2. The percentage of English Language Learners that met or exceeded proficiency on the English Language Arts 2022-2023 CAASPP increased to 15% from 0% as compared to the last CAASPP Assessment that recorded EL progress in 2018-2019.
3. The percentage of Reclassified English Language Learners that met or exceeded proficiency on the English Language Arts CAASPP increased to 63% from 43% as compared to the last CAASPP Assessment that recorded EL progress in 2018-2019.

Areas of Need

An area of need based on the above data is that we will continue to strive to reclassify as many of our English learners as possible utilizing strategies within the classroom during Integrated and Designated English Language Development instruction. This includes ensuring that teachers are providing targeted Language Development in their classroom based upon our students' language levels.

Areas of Strength

ELA CAASPP met and exceeded proficiency for English Language Learners has increased greatly over the years for our students. This also results in students mastering language skills that can be beneficial to support all other academic areas.

Our teachers have made it a priority to utilize data and determine the level and area of instruction that our EL students need. The ability to analyze, and utilize data to create informed lessons that meet the individual needs of our English Learners continues to be an area of strength.

With the addition of Bilingual Aides, our students will have access to additional targeted language development in small group sessions.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	116	117	147	0	115	145	130	130	145	0.0	98.3	98.6
Grade 4	111	126	130	0	124	130	0	123	130	0.0	98.4	100.0
Grade 5	120	133	132	0	129	130	0	129	130	0.0	97.0	98.5
All Grades	347	376	409	0	368	405	0	367	405	0.0	97.9	99.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397	2395.		13.04	17.24		26.96	20.69		25.22	23.45		34.78	38.62
Grade 4		2447	2437.		13.82	22.31		27.64	17.69		22.76	16.92		35.77	43.08
Grade 5		2485	2483.		15.50	11.54		27.91	30.77		20.93	28.46		35.66	29.23
All Grades	N/A	N/A	N/A		14.17	17.04		27.52	22.96		22.89	22.96		35.42	37.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.17	11.03		62.61	60.69		25.22	28.28
Grade 4		7.32	10.77		72.36	58.46		20.33	30.77
Grade 5		10.85	12.31		69.77	65.38		19.38	22.31
All Grades		10.08	11.36		68.39	61.48		21.53	27.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.83	11.72		58.26	55.17		33.91	33.10
Grade 4		14.63	10.00		56.10	58.46		29.27	31.54
Grade 5		13.95	12.31		55.04	58.46		31.01	29.23
All Grades		12.26	11.36		56.40	57.28		31.34	31.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.43	6.21		73.91	73.10		15.65	20.69
Grade 4		7.32	9.23		82.93	70.00		9.76	20.77
Grade 5		8.53	11.54		77.52	72.31		13.95	16.15
All Grades		8.72	8.89		78.20	71.85		13.08	19.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.70	12.41		65.22	58.62		26.09	28.97
Grade 4		12.20	12.31		65.85	69.23		21.95	18.46
Grade 5		17.83	12.31		59.69	70.77		22.48	16.92
All Grades		13.08	12.35		63.49	65.93		23.43	21.73

Conclusions based on this data:

1. Overall, the 2022-2023 English Language Arts/Literacy CAASPP Trend Data was scored at 40% of students either meeting or exceeding the standard. This was a 2% decrease from the previous year, which is a minimal decline. However, going forward, we will ensure that the adopted evidence-based Curriculum is the first instructional material utilized in all grade levels so cohesive academic experience is provided for students from Kinder to 5th.
2. The 2022-2023 Scale Score ELA Trend reviewed, shows that students did decrease from 2021-2022 School Year, from 2443 to 2439, a 4-point decline. This then connects directly to the ongoing plan of utilizing an evidence-based curriculum for English Language Arts within the grade levels so that progression of English Language Art skills are consistent from Kinder to 5th.
3. The 2022-2023 CAASPP ELA Scale Scores for each grade level is as follows:
   3rd Grade 2395, 37 points away from the Target Standard Met
   4th Grade 2438, 35 points away from the Target Standard Met
   5th Grade 2484, 18 points away from the Target Standard Met

   The goal within each grade level, is to review iReady Data to support with creating individualized goals and learning plans to increase proficiency and growth within English Language Arts instruction. Also, teachers reviewing the 2022-2023 CAASPP Data and seeing the grade levels' previous data, to see the amount of points away they scored from the previous year.

Areas of Need

Based on the above data, our school will engage in reviewing data taken from iReady, Common Formative Assessments, and District-Based Assessments, to review each student's personalized levels to create custom goal-setting and strategic instruction to support their growth.

Our school will be focusing on " Exhausting our Core" with the alignment of all things academics, culture, and leadership. Conversations and collaboration amongst grade-level teams and vertical planning with all grade levels to build coherent educational systems for our students. Aligning our academics through the usage of district-adopted ELA curriculum, McGraw Hill - Wonders, Orton-Gillingham instruction for foundational literacy development, and the school-wide writing program developed with the grade levels in the 2022-2023 School year. A Master Schedule was also developed amongst the grade levels, to provide consistent academic instructional practices within the classroom and to strategically have push-in support happen from SAI Teachers, Instructional Aides, and Bilingual Aides.

Areas of Strength

Grades 3, 4, and 5 continue to increase in their ELA Scale Score Trends, which shows that as students move to the next grade level their proficiency levels continue to rise.

With strong work around foundational skills, such as the implementation of Orton-Gillingham, our teachers collectively have been able to increase students' ability to access English Language Arts at their grade level proficiency for reading.

Also, with a strong knowledge base around using iReady Data to inform instructional practices such as small group interventions/ enrichment and personalized goal setting has set students up for success to be aware of their abilities and where they need to focus on for growth.

Therefore continuing practices such as goal setting and data chats our teachers' abilities to guide students through their educational experience allow for students to be reflective of their progress, such as Hattie's 2nd highest effect size of "Self-reported Grades".

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	116	117	148	0	115	146	0	115	146	0.0	98.3	98.6
Grade 4	111	127	130	0	126	130	0	126	130	0.0	99.2	100.0
Grade 5	120	133	131	0	128	130	0	128	130	0.0	96.2	99.2
All Grades	347	377	409	0	369	406	0	369	406	0.0	97.9	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.	2403.		10.43	10.27		22.61	25.34		21.74	24.66		45.22	39.73
Grade 4		2435.	2442.		6.35	7.69		19.05	19.23		45.24	36.92		29.37	36.15
Grade 5		2464.	2468.		10.94	8.46		16.41	17.69		28.91	28.46		43.75	45.38
All Grades	N/A	N/A	N/A		9.21	8.87		19.24	20.94		32.25	29.80		39.30	40.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.30	15.75		47.83	48.63		40.87	35.62
Grade 4		8.73	13.85		48.41	46.15		42.86	40.00
Grade 5		13.28	7.69		46.09	49.23		40.63	43.08
All Grades		11.11	12.56		47.43	48.03		41.46	39.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.78	9.59		49.57	57.53		35.65	32.88
Grade 4		5.56	9.23		60.32	47.69		34.13	43.08
Grade 5		8.59	9.23		52.34	53.08		39.06	37.69
All Grades		9.49	9.36		54.20	52.96		36.31	37.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.70	13.70		72.17	64.38		19.13	21.92
Grade 4		7.14	10.77		62.70	58.46		30.16	30.77
Grade 5		7.81	2.31		54.69	69.23		37.50	28.46
All Grades		7.86	9.11		62.87	64.04		29.27	26.85

Conclusions based on this data:

1. Overall, the 2022-2023 English Mathematics CAASPP Trend Data was scored at 29% of students either meeting or exceeding the standard. This was a 1% increase from the previous year. Continued efforts for mathematical instruction would be to continue the work with the Math Coach expert and Instructional Coach to connect the first best instructional practices for mathematic standards. Also, utilizing the adopted evidence-based Curriculum as the first instructional material utilized in all grade levels so cohesive academic experience is provided for students from Kinder to 5th.
2. The 2022-2023 Scale Score Math Trend reviewed, shows that students did decrease from 2021-2022 School Year, from 2433 to 2438 a 5-point decline. This then connects directly to the ongoing plan of utilizing an evidence-based curriculum for Mathematics within the grade levels so that the progression of Math Standards and Mathematical Practices are consistent from Kinder to 5th.
3. The 2022-2023 CAASPP Math Scale Scores for each grade level is as follows:
   3rd Grade 2404, 32 points away from the Target Standard Met
   4th Grade 2442, 43 points away from the Target Standard Met
   5th Grade 2469, 59 points away from the Target Standard Met

   The goal within each grade level is to review iReady Data to support the creation of individualized goals and learning plans to increase proficiency and growth within Mathematical instruction. Also, teachers reviewing the 2022-2023 CAASPP Data and seeing the grade levels' previous data, to see the number of points away they scored from the previous year.

Areas of Need

Based on the above data, our school will engage in reviewing data taken from iReady, Common Formative Assessments, and District-Based Assessments, to review each student's personalized levels to create custom goal-setting and strategic instruction to support their growth.

Our school will be focusing on Mathematical Grade Level Alignment by working with a Math expert that will also support our instructional coach. During PLCs and Schoolwide Professional Development opportunities, grade levels and teachers will work on solidifying their knowledge of mathematical standards and the instructional practices that are developmentally appropriate to our students. Moving towards creating instructional experiences that include manipulatives and note-taking, rather than worksheets, which will contribute to students' mathematical understanding. The plan of creating coherent educational experiences from grades Kinder to 5th will also be a focus for mathematics. Through the usage of a district-adopted Math curriculum, Houghton-Mifflin Go Math and utilizing the Master Schedule for increased support from either push-in for SAI Teachers and Instructional Aides.

Areas of Strength

Areas of strength would be that of the 1% increase of students within 3rd-5th grade being at or above grade level as reported by the CAASPP Math Assessment. This is attributed to the work done with the Math expert and Instructional Coach, to build up the knowledge of teachers on best instructional practices for mathematical standards.

With strong work around the concepts that reflect that of Common Core Standard Practices and incorporating real-world connections to mathematics, our teachers collectively have been able to increase students' ability to access Mathematical Practices at their grade level proficiency.

Also, with a strong knowledge base around using iReady Data to inform instructional practices such as small group interventions/ enrichment and personalized goal setting has set students up for success to be aware of their abilities and where they need to focus on for growth.

Therefore continuing practices such as goal setting and data chats our teachers' abilities to guide students through their educational experience allow for students to be reflective of their progress, such as Hattie's 2nd highest effect size of "Self-reported Grades".

School and Student Performance Data

iReady Diagnostic Results
English Language Arts/Literacy (All Students)
By Grade Level

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade 3	0	43	16	17	4
Grade 4	1	43	28	8	9
Grade 5	1	17	21	15	14

Conclusions based on this data:

1. Overall Grade Level Placement proficiency is as follows for 2022-2023 iReady Reading Diagnostic 3:
81% of Kinder Students Scored Above or Meeting Standard
49% of 1st Grade Students Scored Above or Meeting Standard
49% of 2nd Grade Students Scored Above or Meeting Standard
58% of 3rd Grade Students Scored Above or Meeting Standard
37% of 4th Grade Students Scored Above or Meeting Standard
43% of 5th Grade Students Scored Above or Meeting Standard

   Based upon the results of the iReady Reading Diagnostic, all grade levels, except for 4th grew in their proficiency. This is attributed to teacher discussions within PLC's, analysing student achievement data, and providing guidance and coaching for teachers on best first instructional practices within Literacy.

2. Overall Proficiency Levels for Reading Domains are as follows for 2022-2023 iReady Reading Diagnostic 3:

   88% of the students Scored Above or Meeting Standard within the domain of Phonological Awareness, 2% increase
70% of the students Scored Above or Meeting Standard within the domain of Phonics, 10% increase
82% of the students Scored Above or Meeting Standard within the domain of High-Frequency Words, 4% increase

   These higher percentages in the Foundational Areas show that the work done with our students on early literacy, phonics-based instruction, and foundational word work. Most teachers are trained in Orton-Gillingham and include the OG instructional routines that take place daily whole group and in small groups based upon students' ability levels.

3. Vocabulary and reading comprehension are still a consistent focus in all grade levels, both within literature and informational texts. There was some growth with these domains from the 2021-2022 School Year to the 2022-2023 School Year. Vocabulary increased from 44% to 50%, Literature increased from 47% to 52%, and Informational text increased from 44% to 48%.

   An average of 15% of students from Kinder-5th are Two to Three Grade levels below. Therefore, instructional practices that focus on small group instruction around CLOSE reading, vocabulary acquisition, and metacognitive skills will be a priority the following school year.

Areas of Need

Utilizing PLCs and School-wide Data analysis of iReady Reading Diagnostic Data, Common Formative Assessments, and District Based Assessments, to identify the needs of students on an individual level, and to plan personalized instruction around foundational and higher-level mathematical practices. This will allow for daily schedules to incorporate the balance of first best instruction for all and targeted instruction based on student's abilities and needs. Grade-level teams collaborated together to formulate grade-level agreed-upon Master Schedules. This schedule will provide opportunities for teachers to strengthen their collective efficacy of instruction and purposeful push-in support from both instructional aides and bilingual aides.

Areas of Strength

The Foundational Skills regarding to Phonological Awareness, Phonics, and High-Frequency words are in an average of 80% school-wide, which again solidifies the basic English Language Arts skills acquired by students in the 2022-2023 school year. Conversations with teachers show that these foundational skills are an established part of the instructional day. Many of the teachers have been trained in Orton-Gillingham, and utilize assessments such as Accelerated Reader and Basic Phonics Skills to assess the needs of students, which prescribes foundational instruction for each individual student.

School and Student Performance Data

iReady Diagnostic Results
Mathematics (All Students)
By Grade Level

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade 3	0	14	48	11	4
Grade 4	0	25	35	12	11
Grade 5	1	21	26	13	9

Conclusions based on this data:

1. Overall Grade Level Placement proficiency is as follows for 2022-2023 iReady Math Diagnostic 3:
68% of Kinder Students Scored Above or Meeting Standard
46% of 1st Grade Students Scored Above or Meeting Standard
32% of 2nd Grade Students Scored Above or Meeting Standard
34% of 3rd Grade Students Scored Above or Meeting Standard
36% of 4th Grade Students Scored Above or Meeting Standard
42% of 5th Grade Students Scored Above or Meeting Standard

   Based upon the results of the iReady Math Diagnostic, all grade levels, except for 3rd & 4th grew in their proficiency. This is attributed to teacher discussions within PLCs, analyzing student achievement data, and providing guidance and coaching for teachers on best first instructional practices within Literacy.

2. Overall Proficiency Levels for Reading Domains are as follows for 2022-2023 iReady Math Diagnostic 3:

   54% of the students Scored Above or Meeting Standard within the domain of Number and Operations, 10% increase
44% of the students Scored Above or Meeting Standard within the domain of Algebra and Algebraic Thinking, 1% decrease
45% of the students Scored Above or Meeting Standard within the domain of Measurement and Data, 6% increase
43% of the students Scored Above or Meeting Standard within the domain of Geometry, 4% increase
This shows that proficiency is limited to a majority of the grade levels in all areas of mathematical domains.

   These higher percentages in the number and operations show that the work done with our students in the basics of counting and cardinals well as place value. ity Awareness. The work teachers and the Math Coach did over the 2022-2023 school year allowed teachers to gain knowledge of the priority standards per grade level and utilize the Concrete, Representation, and Abstract process of instructional practices.

Areas of Need

Utilizing PLCs and School-wide Data analysis of iReady Math Diagnostic Data, Common Formative Assessments, and District Based Assessments, to identify the needs of students on an individual level, and to plan personalized instruction around foundational and higher-level mathematical practices. This will allow for daily schedules to incorporate the balance of first best instruction for all and targeted instruction based on student's abilities and needs. Grade-level teams

collaborated together to formulate grade-level agreed-upon Master Schedules. This schedule will provide opportunities for teachers to strengthen their collective efficacy of instruction and purposeful push-in support from both instructional aides and bilingual aides.

Areas of Strength

When looking at data as a whole for the school, 42% of students are proficient within the mathematical domains. Also looking at the school data, 45% of the students are one grade level below. Therefore, using that as a means to provide the first best instruction, which includes scaffolds, accommodations, and modifications to support with the access of the mathematical concepts, can move those students towards grade level proficiency.

School and Student Performance Data

iReady Diagnostic Results
English Language Arts/Literacy (All Students)
By Student Group

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
American Indian	0	4	0	0	0
Asian	0	3	1	0	0
Black (Non-Hispanic)	1	4	5	1	3
Filipino	1	6	0	0	0
Hispanic	0	63	47	30	18
Multi-Ethnic	0	4	1	1	0
White	0	22	11	7	6

Conclusions based on this data:

1. Data based upon Student Groups is as Follows:
American Indian or Alaska Native 32% Above or Standard Met
Asian 67% Above or Standard Met
Black or African American 53% Above or Standard Met
Hispanic or Latino 40% Above or Standard Met
Two or More Races 51% Above or Standard Met
White 42% Above or Standard Met

   Student Groups are meeting the ELA Above or At Proficiency Level at an average of 49%.

2. Students that are within White Student group, which is the school's largest population, falls within the 42% proficiency range. Students that are within Hispanic/Latino Student group, which is the school's second-largest population, falls within the 40% proficiency range. Which means the largest Student Group Populations are meeting less than half their proficiency level.

3. Comparison from iReady Reading Diagnostic 1 to iReady Reading Diagnostic 2, 115 students were considered Above or Standard Met in Diagnostic 1, and finished within Diagnostic 2 with 305 students considered Above or Standard Met.

Areas of Need

All Student groups can benefit from best first instruction and intervention. Looking at each child as an individual, and assessing current abilities and deciphering the needs of each student, will lead to the analysis of the whole child. All students will have access to these instructional practices, along with goal setting so that they are aware of their own abilities and the progress needed to make it to their goals.

Areas of Strength

Asian and Black student groups are mostly scoring on or above grade level, which can be an asset as student leadership in the classroom to share strategies and peer mentoring in the classroom to support all students.

School and Student Performance Data

iReady Diagnostic Results
Mathematics (All Students)
By Student Group

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Asian	0	4	0	0	0
Black (Non-Hispanic)	0	4	5	3	2
Filipino	1	4	4	0	0
Hispanic	0	34	75	26	18
Multi-Ethnic	0	1	4	1	0
White	0	13	21	6	4

Conclusions based on this data:

1. Data based upon Student Groups is as Follows:
American Indian or Alaska Native 32% Above or Standard Met
Asian 45% Above or Standard Met
Black or African American 41% Above or Standard Met
Hispanic or Latino 35% Above or Standard Met
Two or More Races 39% Above or Standard Met
White 37% Above or Standard Met

   Student Groups are meeting the ELA Above or At Proficiency Level at an average of 39%.

2. Students that are within White Student group, which is the school's largest population, falls within the 37% proficiency range. Students that are within Hispanic/Latino Student group, which is the school's second-largest population, falls within the 35% proficiency range. This means the largest Student Group Populations are meeting less than half their proficiency level.

3. Comparison from iReady Math Diagnostic 1 to iReady Math Diagnostic 2, 46 students were considered Above or Standard Met in Diagnostic 1, and finished Diagnostic 2 with 265 students considered Above or Standard Met.

Areas of Need

Based upon the iReady Data, all student groups are in need of best first instruction and strategic interventions to increase proficiency within mathematical concepts and procedures. Students are in need of being exposed to the CRA Model (Concrete, Representational, and Abstract) form of mathematics, in order to fully grasp the foundations. This will be supported by our Instructional Coach who will lead grade levels through developing appropriate assessments and instruction.

Areas of Strength

Asian and Black student groups are mostly scoring on or above grade level, which can be an asset as student leadership in the classroom to share strategies and peer mentoring in the classroom to support all students.

Also as a percentage total comparison, students grew a total of 36% Above and Standard Met for the 2021-2022 School Year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1424	1424.3	1429	1447.2	1432.7	*	1370.0	1404.4	*	11	12	12
1	1457	1429.3	1431	1483.0	1442.7	*	1430.3	1415.4	*	12	13	12
2	1456	1467.9	1478	*	1479.5	*	*	1455.8	*	8	12	16
3	1471	1479.7	1493	*	1483.8	*	*	1475.0	*	9	12	13
4	1486	*	1492	*	*	*	*	*	*	7	10	12
5	1478	1508.5	1515	*	1502.2	*	*	1514.1	*	7	11	16
All Grades										54	70	81

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	8.33	33	45.45	33.33	8	45.45	50.00	33	0.00	8.33	25	11	12	12
1	8.33	0.00	0	50.00	30.77	25	25.00	53.85	58	16.67	15.38	16	12	13	12
2	*	16.67	0	*	33.33	68	*	41.67	31	*	8.33	0	*	12	16
3	*	25.00	7	*	16.67	53	*	33.33	15	*	25.00	23	*	12	13
4	*	*	8	*	*	33	*	*	25	*	*	33	*	*	12
5	*	0.00	12	*	45.45	43	*	54.55	37	*	0.00	6	*	11	16
All Grades	3.70	8.57	10	35.19	37.14	38.33	44.44	44.29	33.16	16.67	10.00	17.16	54	70	81

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	25.00		45.45	33.33		36.36	33.33		0.00	8.33		11	12	
1	25.00	23.08		50.00	23.08		16.67	46.15		8.33	7.69		12	13	
2	*	41.67		*	41.67		*	8.33		*	8.33		*	12	
3	*	41.67		*	8.33		*	41.67		*	8.33		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	18.18		*	54.55		*	18.18		*	9.09		*	11	
All Grades	14.81	30.00		48.15	35.71		29.63	27.14		7.41	7.14		54	70	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.33		0.00	25.00		72.73	50.00		27.27	16.67		11	12	
1	0.00	0.00		50.00	15.38		0.00	30.77		50.00	53.85		12	13	
2	*	8.33		*	25.00		*	50.00		*	16.67		*	12	
3	*	0.00		*	25.00		*	41.67		*	33.33		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	0.00		*	9.09		*	72.73		*	18.18		*	11	
All Grades	0.00	2.86		16.67	20.00		35.19	47.14		48.15	30.00		54	70	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	33.33		72.73	50.00		9.09	16.67		11	12	
1	33.33	23.08		58.33	69.23		8.33	7.69		12	13	
2	*	25.00		*	66.67		*	8.33		*	12	
3	*	33.33		*	25.00		*	41.67		*	12	
4	*	*		*	*		*	*		*	*	
5	*	0.00		*	81.82		*	18.18		*	11	
All Grades	18.52	28.57		70.37	55.71		11.11	15.71		54	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	16.67		63.64	66.67		9.09	16.67		11	12	
1	33.33	30.77		66.67	61.54		0.00	7.69		12	13	
2	*	41.67		*	50.00		*	8.33		*	12	
3	*	58.33		*	33.33		*	8.33		*	12	
4	*	*		*	*		*	*		*	*	
5	*	36.36		*	63.64		*	0.00		*	11	
All Grades	25.93	32.86		66.67	60.00		7.41	7.14		54	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.33		90.91	83.33		9.09	8.33		11	12	
1	16.67	7.69		33.33	53.85		50.00	38.46		12	13	
2	*	8.33		*	75.00		*	16.67		*	12	
3	*	0.00		*	50.00		*	50.00		*	12	
4	*	*		*	*		*	*		*	*	
5	*	0.00		*	72.73		*	27.27		*	11	
All Grades	5.56	4.29		40.74	65.71		53.70	30.00		54	70	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	33.33		36.36	33.33		45.45	33.33		11	12	
1	0.00	0.00		58.33	61.54		41.67	38.46		12	13	
2	*	27.27		*	36.36		*	36.36		*	11	
3	*	8.33		*	66.67		*	25.00		*	12	
4	*	*		*	*		*	*		*	*	
5	*	18.18		*	63.64		*	18.18		*	11	
All Grades	3.70	14.49		57.41	55.07		38.89	30.43		54	69	

Conclusions based on this data:

1. Oral language in kindergarten played a very large role in the success of the kindergarten students on the ELPAC. It is obvious that Kindergarten teachers are allowing time for students to practice and utilize the language skills they are learning
2. There were fewer students that took the ELPAC assessment last year, we can conclude from this that more students reclassified the previous year.
3. There were no students who scored in the " Level 1" range on the ELPAC assessment.

Areas of Need

An area of need is in the domain of written language in which students declined. This need will be met by focusing more on writing, the genre of writing, and by allowing students more opportunities to write about the world around them.

Areas of Strength

Oral language is a huge area of strength for the students of BRES. This can be seen in their increase in overall oral language scores. Teachers are utilizing sentence frames and allowing time in the classrooms for students to talk, speak and share their thoughts with the teachers, as well as with their peers.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
729	**68.2**	**9.1**	**1.0**
Total Number of Students enrolled in Boulder Ridge Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	66	9.1
Foster Youth	7	1.0
Homeless	3	0.4
Socioeconomically Disadvantaged	497	68.2
Students with Disabilities	93	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	45	6.2
American Indian	2	0.3
Asian	10	1.4
Filipino	15	2.1
Hispanic	504	69.1
Two or More Races	26	3.6
Pacific Islander	1	0.1
White	126	17.3

Conclusions based on this data:

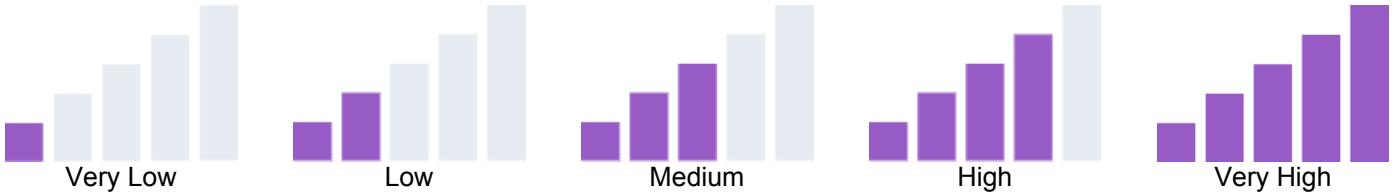
1. The majority of students at Boulder Ridge identify as Hispanic.
2. 68.2% of all students at Boulder Ridge are Socioeconomically Disadvantaged.
3. 12.8% of our student population are students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Suspensions from the 2019 data, show positive trends.
2. The areas of mathematics and language arts are trending in the same direction and a focus on improving first best instruction must take place.

3. Chronic absenteeism from the 2019 data, still would be an area of focus.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

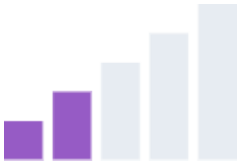
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
22.5 points below standard	51.3 points below standard	1 Student
321 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
1 Student	33.0 points below standard	65.0 points below standard
	229 Students	48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 15.5 points below standard 23 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 35.7 points below standard 219 Students	No Performance Level 8 Students		Medium 1.9 points below standard 58 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.5 points below standard 29 Students	7.5 points below standard 24 Students	16.6 points below standard 257 Students

Conclusions based on this data:

1. We continue to move all students towards grade level proficiency in language arts, however first best instruction and meaningful interventions and enrichment are necessary for students to have academic growth.
2. White students declined significantly on the English Language Arts Assessment, 14.2 points below standard, which is the only race/ethnicity that declined.
3. EL students Increased Significantly, 23.4 points, on the English Language Arts Assessment, however they still are 97 points below standard. Therefore, ELD instruction is a key factor in language development.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

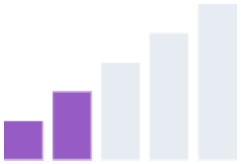
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
46.0 points below standard	65.8 points below standard	1 Student
321 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
1 Student	50.2 points below standard	81.1 points below standard
	229 Students	48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 46.4 points below standard 23 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 55.7 points below standard 219 Students	No Performance Level 8 Students		Medium 14.6 points below standard 58 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.3 points below standard 29 Students	36.1 points below standard 24 Students	42.4 points below standard 257 Students

Conclusions based on this data:

1. All student groups are scoring below standard, however all students maintained the standard, with 16.1 points below standard. Therefore, strategic mathematical instruction through unpacking of standards and creating targeted instruction for students based upon the needs in mathematical domains is the necessary work needing to be done during PLC's.
2. English Language Learners, although maintained points, are still 99.3 points below standard.
3. Students with disabilities declined 19.3 points, which is a conversation to have with the SAI teachers and gen ed teachers, to look at the modifications and accommodations for students to make the learning more accessible.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

49.1 making progress towards English language proficiency

Number of EL Students: 55 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4%	34.5%	0.0%	49.1%

Conclusions based on this data:

1. There are nearly 40% of students at Level 3 which points to the fact that they have small deficiencies in language that will be a focus for this school year, with the goal of getting them to score at Level 4.
2. Students are growing each year with only 9% of students scoring at the Level 1 stage. Some of these students are newcomers to the US, and will inevitably grow as a result of designated and integrated ELD instruction as well as student opportunities to collaborate with peers through rigorous classroom discussions with proper scaffolding.
3. Students are redesignating at a higher rate.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

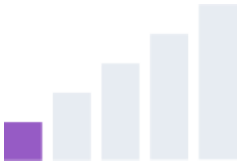
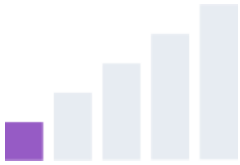
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
39.6% Chronically Absent	44.9% Chronically Absent	23.1% Chronically Absent
811 Students	78 Students	13 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	42.7% Chronically Absent	47.7% Chronically Absent
5 Students	562 Students	130 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	No Performance Level	No Performance Level
18.6% Chronically Absent	Less than 11 Students	Less than 11 Students	18.8% Chronically Absent
59 Students	2 Students	10 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
42.6% Chronically Absent	37.9% Chronically Absent	Less than 11 Students	39.4% Chronically Absent
561 Students	29 Students	2 Students	132 Students

Conclusions based on this data:

1. All student groups, maintained the Chronic Absenteeism rate.
2. The percentage of our special education students who were chronically absent decreased.
3. The percentage of our homeless students who were chronically absent increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

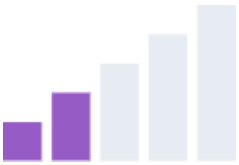
Very High	High	Medium	Low	Very Low
0	1	1	1	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
0.7% suspended at least one day	0% suspended at least one day	0% suspended at least one day
851 Students	82 Students	16 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.7% suspended at least one day	0% suspended at least one day
7 Students	590 Students	132 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
62 Students	2 Students	12 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	High	No Performance Level	Medium
0.3% suspended at least one day	3.1% suspended at least one day	Less than 11 Students	2.2% suspended at least one day
587 Students	32 Students	2 Students	137 Students

Conclusions based on this data:

1. All student groups either declined or maintained their suspension rate.
2. The overall suspension rate continues to drop yearly.
3. The MTSS that has been put in place at Boulder Ridge is successful. The work with OWLEUS, as well as restorative practices, and The Leader in Me, is helping to provide both staff and students with the necessary tools to help support the social emotional learning needs of students and ensure students stay at school and learn from their mistakes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The rapid growth in the Boulder Ridge community has and will continue to put pressure on the school, in regard to both staffing and facility needs. New students are continually enrolling on campus throughout the course of the school year. This can create some issues such as getting to know the new students in order to better serve their needs and expand our facilities to house grade levels and individual classrooms as the student population increases.

Attendance is also a continued focus for our upcoming school year. Providing education to our community about the importance of attending each and every day and also the legal ramifications of students being chronically absent.

Lastly, to encourage academic growth, we are still working towards closing the gap for our students academically.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By June 2023, utilizing the end of year iReady diagnostic, each student will make, at minimum, an equivalent of one year's worth of growth/meet IEP goals, or be proficient, as defined by the grade-level band ELA i-Ready growth targets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Reading Diagnostic Test - End of Year Grade Level Achievement	60% of students in grades K-5 will perform at or above grade level	54% of students in grades K-5 performed at or above grade level, 6% less than the expected outcomes.
iReady Reading Lesson Pass Percentage	85% will be the average for iReady Reading Lesson Passing Rate	79% was the average for iReady Reading Lesson Passing Rate, 6% less than the expected outcomes.
CAASPP ELA Scale Score Trend (add rows for 3, 4, 5 grade scale score goals)	The results will be an overall 2455 Scale Score	The CAASPP ELA Scale Score Trend results were an overall 2439 Scale Score, 16 below the expected outcomes.
CAASPP ELA Trend Data	The results will be an overall 50% Trend Data score	40% of students met or exceeded the standard, 10% below the expected outcomes.
3rd Grade CAASPP ELA Scale Score Trend	3rd Grade Students CAASPP ELA Scale Score Trend result of 2412 points, +15 point increase.	3rd Grade Students CAASPP ELA Scale Score Trend resulted in 2397 points, -2 point decrease from the following year.
4th Grade CAASPP ELA Scale Score Trend	4th Grade Students CAASPP ELA Scale Score Trend result of 2462 points, +15 point increase.	4th Grade Students CAASPP ELA Scale Score Trend resulted in 2438 points, -9 point decrease from the following year.
5th Grade CAASPP ELA Scale Score Trend	4th Grade Students CAASPP ELA Scale Score Trend result of 2502 points, +17 point increase.	5th Grade Students CAASPP ELA Scale Score Trend resulted in 2484 points, -1 point decrease from the following year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify struggling readers by administering I-Ready Reading Diagnostic three times a year in order to target reading intervention and acceleration based on individual student needs.	Identified student academic English Language Arts Domain levels by administering I-Ready Reading Diagnostic three times a year and also other district initiated assessments in order to target reading intervention	Teachers will reflect on and analyze students' iReady Reading diagnostic and growth monitoring data on a monthly basis. All students for a grade level will be placed into one google sheets document so that all	Teachers reflected on and analyzed students' iReady Reading diagnostic and growth monitoring data on a monthly basis during their PLC meetings. All students for a grade level were placed into one google sheets

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and acceleration based on individual student needs.	teachers at a grade level can monitor the progress of all students and assist their colleagues with lesson ideas and/or instructional strategies. 1000-1999: Certificated Personnel Salaries None Specified 0	document so that all teachers at a grade level were able to monitor the progress of all students and assisted their colleagues with lesson ideas and/or instructional strategies. 1000-1999: Certificated Personnel Salaries None Specified 0
		Collect and analyze iReady Reading diagnostic data to monitor progress; use the data to inform instruction, set personalized learning goals, and provide accommodations and modifications as needed for students to access learning based on their needs. 1000-1999: Certificated Personnel Salaries District Funded 0	Teachers collected and analyzed iReady Reading diagnostic and growth monitoring data, identified students at each grade level for reading intervention and/or their specific learning needs. 1000-1999: Certificated Personnel Salaries District Funded 0
		Ongoing Progress Monitoring during multiple PLC's within the school year and provide tailored Professional Development for the school site to engage in school-wide focuses and goals. None Specified None Specified 0	Ongoing progress monitoring took place each trimester during PLC and Professional Development meetings. None Specified None Specified 0
		Ensure district issued assessments are completed based upon the academic calendar for the Romoland School District. The assessments will be reviewed, graded, and analyzed within grade level PLC's to ensure instruction is tailored to the students based upon their results. None	District Assessments were given according to district timelines. The school site also utilized the Basic Phonics Assessment as another tool to track student foundational literacy progress. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	
Offer After-School Interventions that provide opportunities for students who identified as needing intervention or enrichment opportunities as determined by the results of iReady Reading Diagnostic, to then increase student achievement and growth within the area of English Language Arts.	Offered After-School Interventions that provide opportunities for students who identified as needing intervention or enrichment opportunities as determined by the results of iReady Reading Diagnostic, to then increase student achievement and growth within the area of English Language Arts.	Classified to host after-school learning opportunities for students show are in need of academics support or to engage in enrichment opportunities. 2000-2999: Classified Personnel Salaries Title I 1000	Classified did not host any after-school interventions for the 2022-2023 school year. 2000-2999: Classified Personnel Salaries Title I 0
		Certificated to host after-school learning opportunities for students show are in need of academics support or to engage in enrichment opportunities. 1000-1999: Certificated Personnel Salaries Title I 2000	150 out of approximately 800 students participated in after school intervention and extracurricular activities. These experiences allowed for students to engage in reading, writing, mathematics, arts, and sciences over the course of the year. iReady Data goal for the year ELA, 60% at grade level or above. Final Diagnostic 3 for Reading resulted with 54% of students at grade level or above. This is 6% below the overall goal for the school year. The after school programs allowed for students to practice and become more comfortable with academic concepts, were able to engage in learning within small groups, and have different accessibility to content as needed per their learning needs. Students expressed to teachers and staff that they enjoyed attending the enrichment and interventions because they were able to gain one on one, small group

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			support, and enjoyed the interactive activities. The following practice of Extra Duty, was not a complete success this year, because the goal would be to have all students within the school to have access to these programs. Yes, some students were engaged in the after-school intervention and enrichment, but the goal for next year would be for all students to have access to these opportunities. 1000-1999: Certificated Personnel Salaries Title I
Provide opportunities for teachers and school staff to collaborate with one another to determine the best approaches to meet the needs of students. These opportunities will include on-campus-planning days that will allow for Grade Levels to create successful plans for the school year and near mid-year school year. These planning dates will be guided by an agenda that will encompass a UDL Lens, to plan for all students and their personalized needs.	Provided opportunities for teachers and school staff to collaborate with one another to determine the best instructional practices to meet the needs of students. These opportunities included on-campus planning days that were guided by an agenda and gave Grade-Level members planning time to review Priority Standards and creating instructional plans that incorporated Universal Design Learning to meet the needs of personalized needs.	Grade-level planning time to support with Universal Design Learning implementation with the focus of: Personalized Learning, Social Emotional Learning, Assessment & Support, Instructional Methods, & Leader in Me. Two times within the year, which will sub out teachers to plan for a full day. 1000-1999: Certificated Personnel Salaries Title I 12000	Grade level planning took place two times in the year for each of the grade levels. These were meaningful collaborative sessions that connected directly to John Hattie's highest ranking for student achievement for Teacher Collective Efficacy. Within these meetings, teachers were guided by an agenda that covered all the subject areas. Teachers were to look at their instructional practices incorporate Universally Designed learning strategies to ensure the personalized needs of each student. Based upon this action, classroom walkthroughs through Digi-coaching saw Instructional methods with areas being scored with 92% observed and 8% not observed. Student achievement was also

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			quantified with the following growth data based upon iReady with students starting at 19% at or above grade level, and finishing with 54% of students being at or above grade level. 1000-1999: Certificated Personnel Salaries Title I 10,579.32
		Grade Level Leads Met one day to plan and vertically align the school year. Using our teacher leadership to define norms and expectations for our students' academics. 1000-1999: Certificated Personnel Salaries Title I 4372	Grade Level Leads Met one day to plan and vertically align the school year. Using our teacher leadership to define norms and expectations for our students' academics. 1000-1999: Certificated Personnel Salaries Title I 4375.69
Provide opportunities for teachers to engage in Professional Development opportunities, to develop themselves as educators and provide professional development to individualized teachers, grade level groups, or whole staff which will then influence teachers to apply new and effective teaching strategies in the classroom.	Professional Development was not an action that was funded to the original amount estimated. This was due to moving funds with the approval of the school site council to cover costs for both on campus and off-campus learning experiences for students.	Professional Learning opportunities, to include but are not limited to registration costs, sub costs, per-diem rates, presenter rates, and materials. 1000-1999: Certificated Personnel Salaries Title I 12000	Professional Development was not an action that was funded to the original amount estimated. The School Site Council approved $9,588.49 to be moved from the Professional development funds. The Council agreed that it was important to provide these funds towards student enrichment opportunities. Some professional development opportunities were attended by minimal staff members such as an Online Google Camp, hosted by Riverside County Office of Education $147.00 and our new counselor attended the New School Counselor Academy, hosted by Riverside County Office of Education $264.51.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Plan and limit the monies towards conferences to ensure Extra Duty pay is provided to teachers/staff to engage in after-school interventions and family event planning. 1000-1999: Certificated Personnel Salaries Title I 8556.85
Encourage connections with our Families and Community to strengthen school-to-home connections of Reading Practices.	Family Reading nights were not hosted this year, as a focus for more Social Emotional Well-being and Community Engagement was a consistent trend for any after-school activities. This was a strategic plan to ensure our families were building trusting relationships with the staff and learning about Leader in Me as defining school culture.	Salary to pay teachers to create, plan, and implement family Reading Nights. 1000-1999: Certificated Personnel Salaries District Funded 2000	Family Reading Nights were not held this year due to not being part of the large school planning. Many of the Family Engagement Nights were developed with our PTO, which were then of no cost to our site. Based upon the Leader in Me Survey that is taken annually, our parents have reported that: However, recent feedback at Coffee with the Principal has led to conversations about the importance of educating families about current educational practices. 1000-1999: Certificated Personnel Salaries District Funded 0
		Materials and supplies for family reading/ educational nights. 4000-4999: Books And Supplies District Funded 500	Materials were not purchased this year due to not hosting Family Reading nights. 4000-4999: Books And Supplies District Funded 0
Provide access to English Language Arts supplemental materials that will support the access and modification of instruction to meet the needs of each individual student.	The school site was strategic in purchasing items for the school site to support with student achievement.	Added books to the library to support grade level literature circles. 4000-4999: Books And Supplies Title I 1000	Books were purchased for primary grades to perform literature circles and thematic units that focused on Social Emotional Learning while meeting the

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			foundational needs of reading. Reviewing a strategic goal of ensuring our Kinder is on track for 1st grade, was that of monitoring CVC word proficiency, along with ESGI progress data 82% of Kindergarten students being able to read the ESGI CVC words. 4000-4999: Books And Supplies Title I 558.11
		Academic Materials to Support Small Group and Personalized Learning for English Language Arts within classroom routines. Items to include academic books, learning center items for hands on learning, flashcards, etc 4000-4999: Books And Supplies Title I 3000	Materials were purchased to continue the focus on Personalized Learning for our students foundational literacy skills. Items purchased consisted of Orton Gillingham Flashcards, Secret Stories units and other materials to support small group instruction. When reviewing data from iReady, we see that our foundational skills in reading made growth and progress in the following areas: 4000-4999: Books And Supplies Title I 694.74
		Purchase district approved curriculum to implement Units of Study. 4000-4999: Books And Supplies Title I 0	Utilized district approved curriculum to implement the Units of Study. 4000-4999: Books And Supplies Title I 0
		Scholastic Magazine subscription and additional inserts to address writing and language arts for every student. 4000-4999: Books And Supplies District Funded 0	Scholastic Magazine subscription was purchased for all grade levels to extend Non?Fiction Enrichment that supported both reading and writing 4000-4999: Books And Supplies District Funded 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation was "moderate" as it relates to achieving the articulated goal. The focus on vertically aligning the practices amongst teachers within grade levels and also that of aligning vertically across grade levels was a vital focus for the school year. Providing time for teachers to be able to plan collaboratively twice in the school year was a successful approach to strengthening the collective efficacy of teacher which is John Hattie's highest ranking of student achievement effectiveness. During those collaborative sessions, teachers were able to become knowledgeable and familiar with the California Common Core Standards, and share teaching strategies that were most impactful and successful based upon student needs to inform instructional practices within the classroom to support the individual needs of students. They also reviewed Universally Designed practices and developed plans of structuring small group instruction into their classroom schedule. Within those collaborative efforts, this also led to teachers being able to assess what instructional materials would be necessary to increase student achievement through items such as leveled readers, intervention materials, and other small group instructional items. Again, as we saw that we did not meet the exact percentage goals for the year, however we do see historically that our achievement data does reflect that of scores that were similar to the beginning years of the CAASPP assessment in the years 2014-2015, however our goal is to surpass those rates in the following years, to increase student proficiency and mastery.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities varied with success.

As stated previously, the work with vertically aligning grade levels to be experts in the Common Core Standards and collaboration of the instructional practices that are first best instructional practices was beneficial in getting teachers to share their expertise with one another. With the work taking place in grade level UDL planning days, vertically aligned writing committee work with RCOE, and also strategic planning of Wednesday Professional Development days, for grade level teams to plan units based upon English Language Arts, Math, and Science, this in result strengthened the instruction happening in the classrooms.

Reviewing data within iReady, shows that this goal was effective. Last school year, 2021-2022, our students Above and At Grade Level came in at 45%, with this year seeing an increase of 54% of students being Above and At Grade Level. Also noting that closing of the below grade level gaps was a focus around personalized instruction through small group instruction, at the beginning of the year grades K-5th came in at 34% being Two or More Grade Levels Below, and then finishing the year at 15% of students being Two or More Grade Levels Below.

Reviewing one of the specific vertically aligned practices connected to our overall increased achievement in English Language Arts, the Vertically Aligned Writing Committee, there was great growth around writing for our students. When reviewing the detailed CAASPP data for students in grades 3rd -5th, students stayed within similar percentages of Above or At Grade Level. With the specifics of the Writing Committee working to align the practices school-wide for writing expectations and processes, we will see that student growth in being able to articulate their thoughts to writing will continue to increase student literacy. 37% of 3rd-grade students scored At or Above Grade Level. 40% of 4th-grade students scored At or Above Grade Level. 42% of 5th-grade students scored At or Above Grade Level. Which attributes to the growth of students from year to year with an average of 2% increase.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

An area that resulted in a major change in expenditures for our original goal, was that of Professional Development for teachers. The initial goal set aside $12,000 dollars for teachers to attend Professional Development, however with the usage of experts coming to the site to support professional development centering around Vertically Aligned Writing and the usage of our Instructional Coach, it was not necessary to send teachers to outside learning opportunities, because it was mainly happening in-house. Because the funds were not used for outside Professional Development, our School Site Council reviewed the proposal of transferring the monies over to Field Trip Funds, as it was important for our students to engage in off-campus learning experiences. The school site council agreed to transfer $9,588.49. The only professional development that was attended and funded from this Goal was that of Google Camp for three teachers and an RCOE led New Counselor Academy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Areas that are still in need of improvement for our school site based upon reviewal of intended expenditures would be that of After-school interventions. This year a total of about 150 students participated in after-school interventions, which is only about 18% of the student population, however, 34% of students at the beginning of the year scored below grade level on the Diagnostic. Therefore, a more structured and targeted approach with the after-school intervention goal, with three 6-week sessions to take place within the school year and have correlated materials that will cater directly to iReady Diagnostic areas of need in foundational literacy skills.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By June 2023, utilizing the end of year iReady diagnostic, each student will make at minimum an equivalent of one year's worth of growth/meet IEP goals, or be proficient, as defined by the grade-level Math i-Ready growth targets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Math Diagnostic	50% of students in grades K-5 will perform at or above grade level.	42% of students in grades K-5 performed at or above grade level, 8% less than the expected outcomes.
iReady Math Lesson Passing Rate	2021-2022 School Year, iReady Reading Lesson Passing Rate 96%.	96% was the average for iReady Reading Lesson Passing Rate, which met the expected outcomes goal.
CAASPP Math Scale Score Trend	The results will be an overall 2456 Scale Score	The CAASPP Math Scale Score Trend results were an overall 2438 Scale Score, 18 below the expected outcomes, however, 5 points up from the 2021-2022 School Year.
CAASPP Math Trend Data	The results will be an overall 40% Trend Data score	29% of students met or exceeded the standard, 11% below the expected outcomes, however, 1% up from the 2021-2022 School Year.
3rd Grade CAASPP Math Scale Score Trend	3rd Grade Students CAASPP Math Scale Score Trend result of 2413 points, +15 point increase.	3rd Grade Students CAASPP ELA Scale Score Trend resulted in 2404 points, +6 point increase from the following year.
4th Grade CAASPP Math Scale Score Trend	4th Grade Students CAASPP Math Scale Score Trend result of 2451 points, +15 point increase.	4th Grade Students CAASPP ELA Scale Score Trend resulted in 2442 points, +6 point increase from the following year.
5th Grade CAASPP Math Scale Score Trend	4th Grade Students CAASPP ELA Scale Score Trend result of 2480 points, +15 point increase.	5th Grade Students CAASPP ELA Scale Score Trend resulted in 2469 points, +4 point increase from the following year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide families with opportunities to attend Math Family nights to engage in the current mathematical initiatives and common core standards to be better equipped to support with	Family Math nights were not hosted this year, as a focus for more Social Emotional Well-being and Community Engagement was a consistent trend for any after-school activities. This was a strategic plan	Teachers will be compensated our hourly rate to attend at least 1 family math night throughout the school year. 1000-1999: Certificated Personnel	Family Math Nights were not held this year due to not being part of the large school planning. Many of the Family Engagement Nights were developed with our

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academics within the home. Plus to develop a love of mathematics.	to ensure our families were building trusting relationships with the staff and learning about Leader in Me as defining school culture.	Salaries District Funded 1500	PTO, which were then of no cost to our site. Next year, the site will allocate funds to bring on a staff member to plan and facilitate the Family Reading nights to help support families with supporting student reading development at home. Based upon the Leader in Me Survey that is taken annually, our parents have reported that: However, recent feedback at Coffee with the Principal has led to conversations about the importance of educating families about current educational practices. Next year, the site will allocate funds to bring on a staff member to plan and facilitate the Family Math nights to help support families with supporting student mathematic development at home. 1000-1999: Certificated Personnel Salaries District Funded 0
Offer After-School Interventions that provide opportunities for students who identified as needing intervention or enrichment opportunities as determined by the results of iReady Math Diagnostic, to then increase student achievement and growth within the area of Mathematical Domains.	Offered After-School Interventions that provide opportunities for students who identified as needing intervention or enrichment opportunities as determined by the results of iReady Math Diagnostic, to then increase student achievement and growth within Mathematical Domains.	Certificated to host after-school learning opportunities for students show are in need of academics support or to engage in enrichment opportunities. 1000-1999: Certificated Personnel Salaries Title I 1000	150 out of approximately 800 students participated in after school intervention and extracurricular activities. These experiences allowed for students to engage in reading, writing, mathematics, arts, and sciences over the course of the year. iReady Data goal for the year ELA, 60% at grade level or above. Final Diagnostic 3 for Math

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			resulted with 42% of students at grade level or above. This is 8% below the overall goal for the school year. The after school programs allowed for students to practice and become more comfortable with academic concepts, were able to engage in learning within small groups, and have different accessibility to content as needed per their learning needs. Students expressed to teachers and staff that they enjoyed attending the enrichment and interventions because they were able to gain one on one, small group support, and enjoyed the interactive activities. The following practice of Extra Duty, was not a complete success this year, because the goal would be to have all students within the school to have access to these programs. Yes, some students were engage in the after school intervention and enrichment, but the goal for next year would be for all students to have access to these opportunities. This goal will continue next year, but have more clear and defined means of tracking the progress of student achievement. 1000-1999: Certificated Personnel Salaries Title I 400
		Classified to host after-school learning opportunities for students show are in	Classified did not host any after-school interventions for the 2022-2023 school year.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		need of academics support or to engage in enrichment opportunities. 2000-2999: Classified Personnel Salaries Title I 1000	2000-2999: Classified Personnel Salaries Title I 0
Provide access to students through other academic materials and online programs to support with the individualized needs of students to increase academic achievement within the subject of mathematics.	The school site was strategic in purchasing items for the school site to support with student achievement. This also included Online Instructional applications and materials best utilized for small group instruction for mathematics.	Continued purchase of tech-based applications and tech materials to enrich learning and provide relevant virtual learning experiences for all students, connected directly to grade-level standards, and allow for school-wide goal setting to take place. 4000-4999: Books And Supplies Title I 4000	After reviewing the usage of the Reflex Math Online program, it is evident that purchasing it as a school-wide tool is not cost-effective. For the year the following is the Weekly Usage of students: 0 - 1 Days per Week, 349 students (69%), Poor Usage 1 - 2 Days per Week, 108 students (21%), Needs Improvement 2 - 3 Days per Week, 47 students (9%), Satisfactory Usage 3 or more Days per Week, 0 Students When surveying staff, with only 26 participants, it shows that also only 7 of the teachers were using the product everyday. Based upon the continued work with the Instructional Math Coach next year, the funds from here will be utilized for personalized learning materials for students to make mathematics more accessible. 4000-4999: Books And Supplies Title I 3295
		Math Station Rotations & Center Materials to ensure adequate	Added funding continued the work towards Personalized Learning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		supplemental instructional supplies and materials are available to support with Universal Design Learning for mathematical routines in the classroom that are authentic, meaningful, engaging, and real-world experiences to include but not limited to reprographic order, copy paper, manipulatives, etc. 4000-4999: Books And Supplies Title I 2000	and Small group instruction throughout the year. Specifically, Math Manipulatives were added to the library inventory to support with students concrete and representational understanding of mathematical procedures. Also, the purchase of printers for each grade level pod allowed for teachers to have access to producing materials needed to facilitate small group learning experiences. iReady Diagnostic Growth for students in the area of Mathematical Development is as follows: 4000-4999: Books And Supplies Title I 2380.09
Invest in an outside expert to support with the grade level vertical alignment of mathematical standards for the school site. Utilize the outside support as a means to lead PLC's through meaningful collaborative work that will contribute to personalized instruction based upon assessments that are relevant to the California Common Core Mathematical Standards and the updated mathematical framework.	Invested in an outside expert to support with the grade level vertical alignment of mathematical standards for the school site. Through 7 different Admin Led PLC's, Jen Moffet facilitated meaningful collaboration amongst teachers to create priority standard focused Common Formative Assessments and educated teachers on the appropriate instructional practices for math through the CRA Model (Concrete, Representation, Abstract) of learning.	Math Expert: To facilitate and support the development of Common Formative Assessments (CFA's) based on the grade level's CCSS-M Critical Standards. This includes an in-depth exploration of the standards, unpacking said standards, and determining what proficiency would look like for said standards. To explore formative assessment through each of the following lenses: whole group instruction, small group instruction, and individual instruction. To appraise student work and determine instructional moves within each lens based	Math Expert Jen Moffet facilitated seven Professional Learning Committees with each individual grade level to support an understanding of Priority Standards from the Common Core Math Standards and the first best instructional practices to meet the needs of students' ability and developmental levels. Teachers gained a deeper understanding of Mathematical Domains and the Depths of Knowledge needed for student success. Based upon her work with our teachers we saw student achievement was also quantified with the following growth data

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		on said data. To analyze data from the CFA's and determine the next steps for subgroups of learners. Use the four PLC questions to drive data discussions. To investigate the mathematics core content, instructional routines, and math practices deeply, both grade-level specific and vertically to provide coherence and rigor at every grade level, based on the recommendations in the 2021 California Mathematics Framework. To explore instructional strategies and representations in mathematics that integrate NCTM's and Representational Competencies and EduProtocol Math Reps. 5800: Professional/Consulting Services And Operating Expenditures Title I 14400	based upon iReady which showed 108% Typical Growth for students. 5800: Professional/Consulting Services And Operating Expenditures Title I 14400
		Mathematical Professional Development training is provided by the math coach, 3 times within the year. 5800: Professional/Consulting Services And Operating Expenditures Title I 1500	Mathematical Professional Development trainings were hosted by Math Coach Jen Moffet. Her Professional development training gave grade levels the ability to engage as a school site in vertically aligning their mathematical plans for student achievement based on developmental levels. The training consisted of utilizing Eduprotocols in a meaningful manner, using first-best instructional practices, and strategies that

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			engaged students in math both in game-like scenarios or real-world scenarios. Data that reflects the success of the work with the Math coach can be seen through the CAASPP scores. Overall Scale Scores grew for grades 3rd-5th grade, with scores being held at 2438 and an overall meeting or exceeding grade level at 29%, which was a 1% increase from the previous year. 5800: Professional/Consulting Services And Operating Expenditures Title I 1500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation was "moderate" as it relates to achieving the articulated goal. This year, a majority of funding went to an outside expert, Math Expert Jen Moffet, who allowed us to work with her directly to support Grade Levels to develop Common Formative Assessments that were anchored in the Common Core Math Standards. Her work with the grade levels looked upon priority standards, the district units and assessment calendar, and also the appropriate instructional practices to execute the standards. Teachers developed their knowledge of how to break apart the common core standards and see what the intentional designing of unit progressions would look like to effectively teach students mathematical practices that focused on the usage of manipulatives, real-world connections to mathematics, and rigor. The work put forth with the Math Coach did result in a change in instructional practices in the classroom. Grade levels collaborated, aligned their practices, and were able to identify what assessments should look like in the classroom to monitor student achievement within mathematics. Although we did see growth within our students for mathematics, the score of moderate related to the minimal growth that was achieved, with the expectation that there would have been a higher percentage increase than the 1%.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities varied with success.

As stated previously, the work with the Math Coach guiding grade levels to be experts in the Common Core Standards, specifically that of Mathematics, resulted in strengthening their knowledge of mathematical practices that centered around Concrete, Representational, and Abstract means of instruction (CRA Model). The work also allowed for rigorous and priority standard-focused Common Formative Assessments, that would ensure students were being assessed appropriately for their developmental levels.

Reviewing data within iReady, shows that this goal was effective. Last school year, 2021-2022, our students Above and At Grade Level came in at 38%, with this year seeing an increase of 42% of students being Above and At Grade Level. Also noting that closing of the below grade level gaps was a focus around math instruction to incorporate manipulatives, real-world scenarios, and small group instruction based upon need, at the beginning of the year grades K-5th came in at 37% being Two or More Grade Levels Below, and then finishing the year at 13% of students being Two or More Grade Levels Below.

To connect directly to the work of the Math Coach and grade levels, we also saw that the focus on using manipulatives and hands-on math strategies was beneficial for student growth and achievement. Therefore, the connected goal to purchase appropriate materials to teach whole-group math lessons and utilize those materials in small groups was also seen as an important factor in mathematical instruction. When reviewing the detailed CAASPP data for students in grades 3rd -5th, students stayed within similar percentages of Above or At Grade Level than from the previous year. 35% of 3rd-grade students scored At or Above Grade Level. 26% of 4th-grade students scored At or Above Grade Level. 26% of 5th-grade students scored At or Above Grade Level. Which attributes to the growth of students from year to year with an average of 1% increase.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As previously mentioned in Goal #1, the After-school interventions were not as effective as they could have been, due to not targeting a larger population of students based upon iReady data. Also noted, that most of the after-school interventions were mainly focused on English Language Arts subjects. Therefore, budgeted costs were not completely met due to not having a more structured school-wide system of expectations of the interventions that should be running and truly tracking the days spent with students specifically working with math instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Areas that are still in need of improvement for our school site based upon review of intended expenditures would be that of the usage of the Reflex Math program. As the usage data reflects: For the year the following is the Weekly Usage of students:
0 - 1 Days per Week, 349 students (69%), Poor Usage
1 - 2 Days per Week, 108 students (21%), Needs Improvement
2 - 3 Days per Week, 47 students (9%), Satisfactory Usage
3 or more Days per Week, 0 Students
When speaking with teachers in grades 3rd - 5th, we see that they are more apt to using the program then the younger grades such as 1st-2nd, therefore we will proceed with the purchase for the next school year but place specific goals on how students can track their progress daily in the classroom within their Leadership Binders. This would then also translate to school-wide tracking of math facts as well, in order to reflect on progress and complete usage of the program for grades 3rd-5th.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

By June 2023, each English learner will make one year's worth of growth in their English language development, as measured by their performance/proficiency level, determined by the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Growth (Levels)	At minimum, 12% of our EL students will be proficient, or a level 4, according to the 2023 summative ELPAC.	10% of students scored a level 4 on the 2023 summative ELPAC.
CAASPP ELA Scale Score (EL Group)	At minimum, we will increase our CAASPP ELA Scale Score for our EL students by at least 15 scale score points.	CAASPP ELA Scale Score for EL students increased 3 points.
iReady Reading Diagnostic (EL Group)	English Learners will decrease the 40% of being two or more grade levels below by 10%, to 30%.	English Learners two or more grade levels below decreased to 25%.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure adequate time is allotted for the ELPAC administration.	Ensured adequate time was allotted for the ELPAC administration.	Prepare an ELPAC testing schedule that ensures a student is only administered one section of the ELPAC exam a day and the test is conducted in a small group environment by Boulder Ridge teachers. None Specified None Specified 0	Prepared an ELPAC testing schedule that ensures a student is only administered one section of the ELPAC exam a day and the test is conducted in a small group environment by Boulder Ridge teachers. Due to Covid, some students took the EPLAC exam online, however, they were still only administered one section per day. None Specified None Specified 0
Implement ELD Wonders program school-wide.	Implemented ELD Wonders program school-wide.	Implement school wide ELD Wonders training and monitor progress and implementation. Principal and Assistant Principal will conduct	Implemented schoolwide ELD Wonders training and monitored progress and implementation. The principal and Assistant Principal conducted

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		monthly informal walkthroughs to ensure full implementation of the Wonders Designated ELD program. None Specified None Specified 0	monthly informal walkthroughs of all ELD classrooms to ensure full implementation of the Wonders Designated ELD program. None Specified None Specified 0
		To support literacy in EL students and increase student achievement each grade level will purchase the Wonders ELD companion book. - Designated ELD in classrooms. 4000-4999: Books And Supplies Title III 1000	Purchased Wonders ELD Companion Books to facilitate Designated ELD instruction in the classroom. The Books served as an extension to their Core Wonders academic access, which in turn developed their language acquisition skills. 4000-4999: Books And Supplies Title III 399.05
Provide opportunities for teachers and school staff to collaborate with one another to determine the best approaches to meet the needs of English Learners.	Provided opportunities for teachers and school staff to collaborate with one another to determine the best approaches to meet the needs of English Learners.	ELD Planning Days for Instructional Strategies to support ELD instruction integrated within all subject areas (Extra Duty Pay). 1000-1999: Certificated Personnel Salaries Title III 2884	What previously began as time for Assistant Principal to collaboration on all thing English Language Development, came about implementing a 6 week after school “Enriched Language Experience” to meet the needs of our EL students as well as low performing students in ELA. The programs goals and focuses were based upon the most challenging domain of the ELPAC assessment, which was Writing. Students attending the After-school program would work on increasing writing skills, and specifically targeting students that are far below level. 1000-1999: Certificated Personnel Salaries Title III 1097.64
		Extra duty pay for extended learning opportunities for EL	What previously began as time for Assistant Principal to collaboration

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		students. 1000-1999: Certificated Personnel Salaries Title III 3000	on all thing English Language Development, came about implementing a 6 week after school “Enriched Language Experience” to meet the needs of our EL students as well as low performing students in ELA. The programs goals and focuses were based upon the most challenging domain of the ELPAC assessment, which was Writing. Students attending the After-school program would work on increasing writing skills, and specifically targeting students that are far below level. 1000-1999: Certificated Personnel Salaries Title III 1625.00
		English Language Development Professional Development for staff. 1000-1999: Certificated Personnel Salaries Title III 1900	Conference was attended by Assistant Principal and EL Representatives for the school site to develop their understanding of English Language Development instructional strategies. With the attendance of teachers to conferences, it is expected that they share the knowledge they receive. Due to being an end of year conference, there was not open time during Admin Professional Development Days, therefore the information was not shared. Next year, the goal will be to ensure that any ELD conferences attended will result in Professional Development from attendees. 1000-1999: Certificated Personnel Salaries Title III 1036.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure that EL students are making adequate progress towards acquiring the English language by providing access to appropriate and relevant resources and materials.	Ensured that EL students are making adequate progress towards acquiring the English language by providing access to appropriate and relevant resources and materials.	Ensure that EL students are making adequate progress English Language Development by providing access to appropriate and relevant resources and materials but not limited to reprographic order, copy paper, learning resources, and technology etc. 4000-4999: Books And Supplies Title III 2700	Materials to support with students making progression for their English Language Development were purchased throughout the school year. These materials served within classrooms during designated ELD instruction and during the After-school Enriched Language Experience. 4000-4999: Books And Supplies Title III 831.72

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Assistant Principal played a pivotal role in leading efforts to support English Language Learners (ELL) and teachers by spearheading the development of after-school interventions tailored for EL students and low-performing students in English Language Arts (ELA). Here's how she took the lead:

Identifying Areas of Need: The Assistant Principal conducted a comprehensive analysis of student performance data, recognizing that the most challenging domain of the ELPAC assessment for EL students was Writing. This data-driven approach allowed her to pinpoint specific areas that required improvement.

Program Development: With a clear focus on enhancing writing skills, the Assistant Principal collaborated with teachers and curriculum specialists to design the "Enriched Language Experience" after-school program. This program was meticulously crafted to address the needs of students who were significantly below grade level in writing proficiency.

The Assistant Principal's dedication, strategic leadership, and data-driven approach were instrumental in creating an effective after-school program that specifically targeted EL students and low-performing students in ELA, ultimately enhancing their writing skills and academic success.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Enriched Language Experience strategy appears to have been highly effective for Boulder Ridge this year, particularly in the context of the afterschool program aimed at English language development. Altogether, there were 55 students who were in attendance. Several factors contribute to this apparent success:

Engagement of Multiple Students: The fact that multiple students engaged in the afterschool program is a positive sign. A successful strategy should be attractive and motivating for a broad range of students, which seems to be the case here. The more students participate, the greater the potential impact on English language development.

Focus on English Language Development: The primary goal of the program was to enhance English language development, and the strategy appears to have achieved this objective. This is essential, as it aligns the program's purpose with its outcomes.

Measurable Outcomes: To determine the effectiveness of a strategy, it's crucial to have measurable outcomes. If you were able to track and assess students' language development over time, and the results showed improvement, it reinforces the success of the ELE strategy. Quantifiable data can provide evidence of effectiveness.

Based upon the ELPAC results for the 2022-2023 Schoole year, our English Language Learners received the following scores:
Level 1 English Language Learners:
3rd Grade - 23%
4th Grade - 35%
5th Grade - 6%

Level 2 English Language Learners:
3rd Grade - 15%
4th Grade - 25%
5th Grade - 37%

Level 3 English Language Learners:
3rd Grade - 53%
4th Grade - 33%
5th Grade - 43%

Level 2 English Language Learners:
3rd Grade - 7%
4th Grade - 8%
5th Grade - 12%

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

An area that could have been improved for our English Language Development would be that of including our classified staff, specifically that of our Instructional Aides and Billingual Aides to our professional development opportunities during the school year. This would allow us to collaboratively plan with our instructional aides on what ELD Standards and what would be effective strategies for small group instruction. Again, this would lead to our ability to promote personalized learning specifically with that of English Language Development for our English Language Learners.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the upcoming year, we will continue to develop our educational teams knowledge of ELD standards by providing professional development for our ELD specific teachers and bilingual aides. These days will be structured to bring in experts within the work of English Language Development and provide opportunities to plan how the program will be effective within grade levels based upon the ELD standards, this will include both teaching staff and instructional aides. Another continued strategy for our English Language Learner students, we will meet with our students taking the ELPAC to share their previous scores and provide goal setting for the students to encourage their progress and development around on language development.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By June 2023, Boulder Ridge Elementary School will maintain a low chronic absenteeism attendance rate of less than 7% annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absence Rate	Lower Chronic Absenteeism by at least 20%, from 225 students to 180 students.	232 Students were considered Chronically Absent for the 2022-2023 School Year.
Attendance Rate	Attendance rate Increase from 90.7% to 95%.	Attendance rate was 91.69% for the 2022-2023 School Year.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase attendance to improve student achievement.	Developed a variety of attendance procedures and protocols to support with educating families of the importance of attendance.	SART and SST meetings will be held for students who are chronically absent. These meetings are an intervention to help not only support the family but provide interventions and education in and around the importance of attending school regularly. None Specified None Specified 0	SART and SARB meetings were held for students who are chronically absent. These meetings are an intervention to help not only support the family but provide interventions and education in and around the importance of attending school regularly. 0
		Assistant Principal, Counselor, and Principal will analyze Attendance Reports and identify chronically absent and truant students. None Specified None Specified 0	Assistant Principal, Counselor, and Principal analyzed Attendance Reports and identified chronically absent and truant students.
		Students who are chronically absent or truant will be assigned a Bulldog Buddy Mentor in order to increase attendance. None	Students that were chronically absent or truant were referred to the Counselor to be a part of an Attendance group, to support with

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	positive attendance habits. 0
		School Counselor to provide guidance lessons school-wide that focus on attendance. None Specified None Specified 0	School Counselor provided guidance lessons school-wide that focused on attendance. 0
		School counselor will run small groups that will focus on positive attendance habits. None Specified None Specified 0	School counselor will ran small groups that focused on positive attendance habits. 0
		Site admin will increase messaging through ParentSquare and social media regarding the importance of attendance. None Specified None Specified 0	Site admin increased messaging through ParentSquare and social media regarding the importance of attendance. 0
		County agency involvement- Students and families who continue to be chronically absent after interventions have been offered, will be taken to a SARB panel and the county will get involved to help support and assist as needed. None Specified None Specified 0	County agency involvement- Students and families who continued to be chronically absent after interventions had been offered, were taken to a SARB panel where the county begin to get involved to help support and assist as needed. 0
Teachers will collaborate to discuss strategies to assist students with high tardy, absentee, and truancy rates.	Teachers collaborated and discussed strategies to assist students with high tardy, absentee, and truancy rates.	Teachers will review classroom attendance data from Aeries and discuss strategies to assist students and support student achievement. None Specified None Specified 0	Teachers reviewed classroom attendance data from Aeries and discussed strategies to assist students and support student achievement. 0
		Attendance clerk will call absence students daily to confirm reason for absences. None	Attendance clerk called absence students daily to confirm reason for absences. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	
		Students arriving tardy to school will need to provide a reason to the attendance clerk or school secretary which will be recorded under the student comments section in Aeries. None Specified None Specified 0	Students arriving tardy to school provided a reason to the attendance clerk or school secretary which was recorded under the student comments section in Aeries. 0
		Parents/guardians requesting to pick up their child early from school will need to provide a reason for early release which will be recorded in Aeries. None Specified None Specified 0	Parents/guardians requesting to pick up their child early from school will need to provide a reason for early release which will be recorded in Aeries. 0
		Site admin will work with Pupil Services to develop a plan to monitor students with high absenteeism rates, to possibly later refer to SARB. None Specified None Specified 0	Site admin worked with Pupil Services to develop a plan to monitor students with high absenteeism rates, to possibly refer to SARB. 0
		Community Liaison will reach out to parents of students who have been absent two or more days in a row and the absences have not been cleared. None Specified None Specified 0	Community Liaison reached out to parents of students who had been absent two or more days in a row and if the absences had not been cleared. 0
Provide engaging activities during the school year to support with the love of learning and sense of belonging. This is to include school-wide learning events, in-classroom creativity lessons, and awards and incentives presented within the Bulldog Boutique and award opportunities.	Provided engaging activities during the school year to support with the love of learning and sense of belonging. This included school-wide learning events, in-classroom creativity lessons, and awards and incentives presented within the Bulldog Boutique and award opportunities.	On-campus Learning Experiences to be brought to the campus to support the student engagement and connections to academics for all TK-5th grade students. None Specified Title I 11000	Budgeted for $11,000 for the On-campus Learning Experiences for the year. However with the price increase of bussing there was a need for funds to be added to the action plan. With the approval of School Site Council $9,588.49 Funds were moved to support with On-campus and Off-campus learning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			experiences: Traveling Tide Pools $1,195 Gold Rush and Colonial Learning Experience $2894 BizTown Field Trip $1950 Bussing for 5th Grade UCR: $1900 Plan next year to provide grade levels with funds to support with covering the cost of Field trip bussing. 8556.85
		Art book for each teacher to promote the art in the classroom and inspire students to connect artistic approaches in all subject areas. 4000-4999: Books And Supplies Title I 400	Each teacher received “How to Teach Children Art” Noting that the arts are an important part of students’ development. With that, most classes have now adopted art into their weekly schedule and use it as a means to connect with ELA and Math. Plans to continue to bring in the arts! Note music will be coming back for grades 3rd - 5th and we hope to hold Family nights that will include the arts! 477.56
		Instructional Materials to support with personalized goal setting. 4000-4999: Books And Supplies Title I 700	Instructional Materials that were purchased came from Individual Student supplies, and were used to create Universally Designed Learning experiences to meet the personalized goals for each child. 4000-4999: Books And Supplies Title I 0
		Development of the Makerspace in our school library. 4000-	Laptops were purchased to be included into the Makerspace area of the library to encourage

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4999: Books And Supplies Title I 1000	teachers and students to take advantage of the different spaces in the library. In the library, teachers set up times with the librarian to engage in activities such as coding, research projects, building, the arts, and other STEAM based activities connected to extensions to classroom learning. 4000-4999: Books And Supplies Title I 1000
Site will have Monthly Attendance Challenge Days scheduled on poorest attendance days from the 2022-23 school year.	The Site had Monthly Attendance Challenge Days scheduled on poorest attendance days from the 2022-23 school year.	Site admin will publicize Attendance Challenge Days with families, students, and staff using Attendance Challenge Day banners and social media for days with a high percentage rate of absenteeism. None Specified None Specified 0	Site admin publicized Attendance Challenge Days with families, students, and staff using Attendance Challenge Day banners and social media for days with a high percentage rate of absenteeism. None Specified None Specified 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The work done by the Action Team Partnership with the County of Riverside represents a collaborative effort aimed at improving attendance in a local school community. This partnership involves various stakeholders, including educational partners, community organizations, and the county government, coming together to address attendance-related issues in the following way:

Data Collection and Analysis: The first step in addressing attendance issues is to gather comprehensive attendance data. The Action Team, likely consisting of representatives from the school, district, and community organizations, collaborates with the County of Riverside to collect and analyze attendance data from the school.

Identifying Patterns and Challenges: With the attendance data in hand, the team can identify patterns and challenges related to attendance. This could include pinpointing specific grade levels, demographics, or neighborhoods with high rates of chronic absenteeism.

Educational Outreach: Armed with a clear understanding of the attendance challenges, the partnership can design educational outreach programs and initiatives. These programs aim to raise awareness among students, parents, and the community about the importance of regular school attendance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the work for Action Team Partnerships our group of administration, teachers, classified members, and parents was extremely successful 2022-2023 school year. Although we did not meet the expected outcomes for Goal #4, there was progress and success in developing the habits of attendance for our school. The following progress can be seen with the following strategies and data:

Chronic Absenteeism Rates were seen over the course of the months - November: 33.7%, January: 34%, April/May: 27.1%

Boulder Ridge Action Steps for the year to support with community outreach 84% SART meetings completed, 10 Attendance Challenge Days, 6 Saturday Schools.

From December 2022- February 2023, students and families were challenged to draft an Attendance Slogan for the school. Submissions were due January 31st and ATP members selected the top 5. Student Lighthouse members selected the top slogan. A student within Boulder Ridge Elementary and family were the winners with their slogan: Missing School = Missing Out! The slogan banner, purchased by PTO, hung for the remainder of the year.

"The Stars of BRES" was an attendance challenge initiative with the purpose of improving the chronic absenteeism rate. All classes documented how many perfect attendance days they had during the week. Throughout the weeks, those numbers accumulated, and the three classes with the most perfect attendance days got to celebrate with fun activities!

The overall results, BRES decreased our Chronic Absenteeism Rate by 6.6%. We were 0.4% away from 22-23 goal!

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal, would be that of including our partnerships with the school staff and community to develop the understanding of the importance of attendance and being at school each and every day. However, the work that came about with Riverside County and Actional Team Partnership did take place, and this would have been great to include in the initial SPSA plan. Therefore, knowing that community connections and bringing in multiple educational partners within the school is a beneficial strategy for student engagement and attendance should be considered in the future goals for Boulder Ridge Elementary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the work done with Action Team Partnership in the 2022-2023 school year, this inspired the goals set forth for the coming years at Boulder Ridge. Continued work at the site level will take place with the Action Team Partnership model to set goals around student engagement, attendance and academics. Also noting that there are County initiatives taking place around attendance which promote having Professional development opportunities available for site administration and attendance teams to form lasting plans that are effective in supporting the community with positive attendance habits.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Boulder Ridge will provide an enriching academic and social-emotional education to all students, which will aid in the decrease of suspension and the increase of restorative practices, and staff and student's ability to utilize the seven habits to effectively solve problems amongst themselves. By June 2023, Boulder Ridge Elementary School will maintain a low suspension rate, of less than eight annually, by focusing on full implementation of The Leader in Me and implementing a well-developed of MTSS System.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CHKS Survey School Connectedness	CHKS Survey School Connectedness, 80%	CHKS Survey School Connectedness, 70%, compared to 67% from 2021-2022 school year.
CHKS Survey Academic Motivation	CHKS Survey Academic Motivation, 85%	CHKS Survey Academic Motivation, 76%, compared to 73% from 2021-2022 school year.
CHKS Survey Caring Adult Relationships	CHKS Survey Caring Adult Relationships, 75%	CHKS Survey Caring Adult Relationships, 68%, compared to 63% from 2021-2022 school year.
CHKS Survey High Expectations	CHKS Survey High Expectations, 90%	CHKS Survey High Expectations, 83%, compared to 81% from 2021-2022 school year.
CHKS Survey Meaningful Participation	CHKS Survey Meaningful Participation, 65%	CHKS Survey Meaningful Participation, 41%, compared to 41% from 2021-2022 school year.
Leader in Me Measurable Results Analysis	Leader in Measurable Results Analysis, overall score of 80.	Leader in Measurable Results Analysis, overall score of 76.
Number of Suspensions	Maintain a low suspension rate less than 8.	Suspension rate was that of 22 for the year.
Been Hit or Pushed (safety)	30% or less than 34% of our fifth-grade students will report being hit or pushed at school during 2022-23.	36% fifth grade students reported being hit or pushed at school during 2022-23.
School Facilities	75% or more of our fifth grade students will report upkept facilities during 2022-23 school year.	74% fifth grade students reported upkept facilities during 2022-23 school year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure full implementation of the Leader in Me and PBIS in their classrooms and school-wide.	Ensured full implementation of the Leader in Me and PBIS in their classrooms and school-wide.	Set school wide universal expectations that address discipline, climate, and safety through the use of back to school assemblies held by Assistant	Set school wide universal expectations that addressed discipline, climate, and safety through the use of back to school assemblies held by

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Principal and Counselor. None Specified None Specified 0	Assistant Principal and Counselor. None Specified None Specified 0
		Utilize signage that was purchased the previous year to focus on PBIS systems within the school. Classroom signage and school-wide matrix signage to support that of being Responsible, Respectful, and Safe. None Specified None Specified 0	Utilized signage that was purchased the previous year to focus on PBIS systems within the school. Classroom signage and school-wide matrix signage supported that of being Responsible, Respectful, and Safe. None Specified None Specified 0
		Utilize Professional Development Wednesdays to train all staff on the OWLEUS Bullying Prevention Program is a district initiative. None Specified None Specified 0	Utilized Professional Development Wednesdays to train all staff on the OWLEUS Bullying Prevention Program is a district initiative. None Specified None Specified 0
		Engage staff at the back-to-school day training on ProAct training to establish practices of deescalation skills amongst educators and students. None Specified None Specified 0	Engaged staff at the back-to-school day training on ProAct to establish practices of deescalation skills amongst educators and students. None Specified None Specified 0
Ensure that students have the appropriate supports and tools to meet the varying degrees of social emotional needs.	Ensured that students have the appropriate supports and tools to meet the varying degrees of social emotional needs. Purchased items such as the Mindful Tool Kits were not a widely use strategy for students in the classroom, but instead teachers engaged in other strategies that dealt with coping skills, self-regulation, and deescalation strategies through the usage of Leader in Me and access to the counselor.	Mindfulness tool kits/ Calm down kits and materials to fill them for each classroom. 4000-4999: Books And Supplies Title I 2500	Kits were utilized in varied ways, however, not consistently used in an effective manner with classrooms. However, we did see that the consistent usage of Leader in Me as daily direct classroom lessons, integrated approaches and the blending of the OWLEUS program into daily instruction was highly effective. Data also is reflected in the California Healthy

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Kids Survey that showed growth in areas of: School connectedness 70%, compared to 67% from 2021-2022 school year, Academic Motivation, 76%, compared to 73% from 2021-2022 school year, Caring Adult Relationships, 68%, compared to 63% from 2021-2022 school year, High Expectations, 83%, compared to 81% from 2021-2022 school year. This can be attributed to teachers providing more opportunities to connect with students through Social Emotional Well-being practices. Therefore, programs such as Leader in Me & OWLEUS are sufficient as continued school-wide and classroom practices to build student capacity to be good citizens. 4000-4999: Books And Supplies Title I 1531.00
Year 5 implementation of The Leader in Me at Boulder Ridge, now being a recognized Lighthouse certified school, engaging in next steps to increase community and parent/guardian engagement. Also, the included daily emphasis on Leader in Me Lessons within the classroom.	Year 5 implementation of The Leader in Me at Boulder Ridge, Lighthouse certified school, our site engaged in the next steps of increasing community and parent/guardian engagement. This also included daily emphasis on Leader in Me Lessons within the classroom.	Leader in Me Journals for students to engage in reflective practices during Leader in Me time within the classroom to support the personalized growth of each student within the areas of Academics, Culture, and Leadership 4000-4999: Books And Supplies Title I 5474	Continued implementation for the Leader in Me Program through the usage of Student Journals, in which leads students through the 7 Habits in the Academic Year. One survey that allows for us to see the positive effects of the Leader in Me program on Student Leadership is that of the Measurable Results Analysis. Under the category of Student Leadership, Positive Well-being, students scored a 78, which is a rating of satisfactory.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			They also score themselves at an 80 for self advocacy which translates to an effective rating. Therefore we know the practices of Leader in Me Daily and intentionally are impactful. Plan for next year to move towards digital means of access to Leader in Me and continued usage of Leadership Portfolios for each student to track their academic and SEL growth. 4000-4999: Books And Supplies Title I 6000.17
		This year Boulder Ridge will focus on Family Engagement through an Impact Journey through Leader in Me. We will be able to, embrace new paradigms of family engagement. Identify current engagement gaps and challenges. Utilize tools and strategies that will enable us to increase parent engagement from one level of engagement to the next. Provide a richer learning environment by partnering with parents. 5000-5999: Services And Other Operating Expenditures Title I 3980	Leader in Me Family Engagement Impact Journey and Training Materials. With our heightened focus of Parent and Community Engagement, we are proud to say that we are strengthening our community engagement! 98 Parent Volunteers Newly established PTO Trunk or Treat, Back to School & Open House, Dr. Seuss Night, Friendship Dance, Grinch Day, iReady High Tea, Patriot Breakfast, Decorations throughout the school. The Measurable Results Analysis also surveys families, and in the area specifically that of Family Engagement, our families reported a score of 72, which was a satisfactory rating. Not quite yet where we would like our rating scale to be, but know this was the beginning of

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			the larger emphasis of connecting with our community. Plan to use this money to fund Extra duty pay for an individual to continue to develop our Parent and Community Engagement, by working collectively with the PTO and support with facilitating with school events. 5000-5999: Services And Other Operating Expenditures Title I 3563.93
		Leader in Me Initiatives, to support Action Teams and Clubs, Leadership Day, New Staff Learning. 4000-4999: Books And Supplies Title I 3000	Funds for Leader in Me initiatives were covered by Site LCAP Funds. 4000-4999: Books And Supplies Title I 0
Students will be introduced to career and college options to inspire and engage them in school and the learning process. Engage in a week long focus of Drug Free Mindset by engaging in multiple day Red Ribbon Week activities.	Students were introduced to career and college options to inspire and engage them in future academic and careers. Engaged in a week long focus of Drug Free Mindset.	Career and college day for students to meet with representatives from different colleges and people who have different types of careers. Engage in a week long focus of Drug Free Mindset by engaging in multiple day Red Ribbon Week activities. 4000-4999: Books And Supplies Title I 2000	Funds for College and Career Day and Red Ribbon Week were covered by Site LCAP Funds. 4000-4999: Books And Supplies Title I 0
Work collaboratively with key members of the MTSS system (SST Facilitator and Counselor) to set up goals and yearlong plans to support students throughout the year with both academic and social emotional needs.	Worked collaboratively with key members of the MTSS system (SST Facilitator and Counselor) to set up goals and yearlong plans to support students throughout the year with both academic and social emotional needs.	Have a planning session with the SST Facilitator to ensure monitoring of students on the watchlist for the 2022-2023 school year are identified and schedule out SST meetings for the year to esure interventions and goals are being monitored every six	Had a planning session with the SST Facilitator to ensure monitoring of students on the watchlist for the 2022-2023 school year were identified and scheduled SST meetings for the year to esure interventions and goals are being monitored every six

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		weeks. 1000-1999: Certificated Personnel Salaries Title I 300	weeks. During the year, 58 students went through the SST process. 4 were determined for assessment. 2 were placed on a 504 Plan. 1000-1999: Certificated Personnel Salaries Title I 248
		Have a planning session with the Counselor to plan out the year based upon the needs of the school-site. Ensuring monthly 2nd-Step lessons are provided to all classrooms, groups are established and taking place weekly, and individual sessions are also taking place. Also, looking at the event based responsibilities the counselor takes on and planning dates, needed supports and resources are also established. 1000-1999: Certificated Personnel Salaries Title I 400	Had a planning session with the Counselor to plan out the year based upon the needs of the school-site. Ensuring monthly 2nd-Step lessons were provided to all classrooms, groups were established and took place weekly, and individual sessions took place. Counseling Data 1000-1999: Certificated Personnel Salaries Title I 434
School-wide Garden Initiative to support the school climate and access to NGSS standards.	Continued to envision Leadership Culture through the aesthetic design of the environment.	Purchase materials for a school garden. 4000-4999: Books And Supplies Title I 3000	The School-Wide Garden initiative did not take place. Instead, with the collaboration of MOT and the Easter Municipal Water District, a drought tolerant garden will be developed at no cost of the district. 4000-4999: Books And Supplies Title I 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Implementing the Leader in Me program and the 7 Habits of Highly Effective Individuals for students involves a comprehensive and strategic approach that integrates the principles into the daily life of Boulder Ridge Elementary. Here's an overview of the overall implementation process for the 2022-2023 School Year:

Integration into Curriculum: Infused the 7 Habits and Leader in Me principles into the school's curriculum, including lesson plans, classroom activities, and projects. Aligned the Habits with academic goals and standards to show their relevance in real-world scenarios.

Student Engagement: Educated students about the 7 Habits through age-appropriate materials, activities, and discussions. Encouraged students to set personal and academic goals based on the principles and track their progress.

Leadership Roles: Created opportunities for students to take on leadership roles within the school community. Assigned tasks and responsibilities that allowed them to practice the 7 Habits, such as organizing events, mentoring peers, or leading service projects.

Parent and Community Involvement: Engaged parents and the local community in the implementation process through meetings, surveys, and open door policy. Encouraged parents to reinforce the 7 Habits at home and support their children's development through weekly Bulldog Bulletins.

Data Collection and Analysis: Continuously collected data on the progress of students in applying the 7 Habits and the overall impact on the school culture. Analyzed this data to identify areas of improvement and adjust strategies accordingly.

Recognition and Celebration: Recognized and celebrated student achievements related to the 7 Habits and Leader in Me, reinforcing positive behavior and leadership skills at monthly Habit Awards Assemblies.

Continuous Improvement: Regularly reviewed and adapted the implementation strategies based on feedback and results from our Lighthouse Team, Student Lighthouse Team, Staff Surveys and Parent Input.

Sustainability: Ensured that the integration of the 7 Habits and Leader in Me continues to be a vital part of the school's culture and is sustained over the long term.

By following this comprehensive implementation plan, educational institutions can effectively instill the principles of the Leader in Me and the 7 Habits of Highly Effective Individuals in their students, fostering leadership skills, personal development, and a positive school environment.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the action plans within Goal #5 were exceptionally successful based upon the results from the California Healthy Kids Survey and the Measurable Results Analysis from the Leader in Me. In both surveys, all or most areas scored higher in percentages than from the 2021-2022 School Year. With a heightened focus on the goals schoolwide and engaging multiple community members around the initiatives such as Leader in Me, OWLEUS, and other strategically planned school events that focused on Social Emotional and Student Achievement. We saw an increased buy-in and excitement around the initiatives developed with our school staff team that we knew would be meaningful for our students. Goals were to increase student engagement, safety and well-being, and increased leadership!
Areas of growth based upon the California Healthy Kids Survey:
CHKS Survey School Connectedness, 70%, compared to 67% from 2021-2022 school year.
CHKS Survey Academic Motivation, 76%, compared to 73% from 2021-2022 school year.
CHKS Survey Caring Adult Relationships, 68%, compared to 63% from 2021-2022 school year.
CHKS Survey High Expectations, 83%, compared to 81% from 2021-2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the items that was not budgeted appropriately for the 2022-2023 School Year, was that of the School-wide Garden, which was not an actionable item for the school year. The reason the garden was not purchased was because Boulder Ridge Elementary received support from the local Eastern Municipal Water District and a gardening contractor to create a drought-tolerant landscaped area. This decision prioritizes water conservation, reduces maintenance costs, and offers extended outdoor learning spaces, aligning with our sustainability goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal #5 in our school's plan of accountability will build upon the strong foundation of Leader in Me as the central element of our Positive Behavior Intervention System (PBIS). We are committed to working closely with our dedicated counselor to develop comprehensive yearlong plans that encompass various school-wide engagement activities designed to support our students in three key areas: attendance, positive social-emotional well-being, and academic achievement.

To ensure the success of Goal #5, we are fostering a collaborative environment that encourages both classified and certificated staff to actively engage in promoting school engagement. This commitment will be evident through a variety of initiatives, including before, during, and after-school enrichment programs and targeted interventions. These efforts will create a holistic approach to supporting our students, helping them thrive academically and personally.

By continuing to integrate Leader in Me into our PBIS framework and working closely with our counselor to develop comprehensive yearlong plans, we are dedicated to enhancing the overall well-being and success of our students. Goal #5 embodies our commitment to fostering a positive, supportive, and engaging school environment that empowers every student to reach their full potential.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By June 2024, 75% of students will meet their iReady Reading Typical growth goal, as reflected on the iReady Reading Diagnostic 3.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-2024 school year, Boulder Ridge Elementary will increase student achievement in reading and writing by setting personalized goals and engaging in continuous monitoring of student academic data to inform instructional practices.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Reading Diagnostic Test - End of Year Grade Level Achievement	2022-2023 School Year, 53% of students in grades K-5 are performing at or above grade level.	65% of students in grades K-5 will perform at or above grade level
iReady Reading Lesson Pass Percentage	2022-2023 School Year, iReady Reading Lesson Passing Rate 79%.	85% will be the average for iReady Reading Lesson Passing Rate
CAASPP ELA Scale Score Trend (add rows for 3, 4, 5 grade scale score goals)	2022-2023 School Year, scored an overall 2439 Scale Score, +15 Point Increase	The results will be an overall 2455 Scale Score
CAASPP ELA Trend Data	2022-2023 School Year, scored an overall 40% Trend Data	The results will be an overall 50% Trend Data score
3rd Grade CAASPP ELA Scale Score Trend	2022-2023 School Year, 3rd Grade Students CAASPP ELA Scale Score Trend of 2395.	3rd Grade Students CAASPP ELA Scale Score Trend result of 2405 points, +10 point increase.
4th Grade CAASPP ELA Scale Score Trend	2022-2023 School Year, 4th Grade Students CAASPP ELA Scale Score Trend of 2438.	4th Grade Students CAASPP ELA Scale Score Trend result of 2448 points, +10 point increase.
5th Grade CAASPP ELA Scale Score Trend	2022-2023 School Year, 5th Grade Students CAASPP ELA Scale Score Trend of 2484.	4th Grade Students CAASPP ELA Scale Score Trend result of 2494 points, +10 point increase.
Students with disabilities CAASPP ELA results.	2022-2023 School Year, 17% of students with disabilities were meeting or exceeding standard on ELA CAASPP.	25% of students with disabilities will meet of exceed standard on ELA CAASPP.
Students with disabilities iReady Reading End of the Year Grade Level Achievement.	2022-2023 School Year, 22% of students with disabilities in grades K-	25% of students with disabilities in grades K-5 will be performing at or above grade level.

Metric/Indicator	Baseline	Expected Outcome
	5 are performing at or above grade level.	

Planned Strategies/Activities

Strategy/Activity 1

Aligning with Romoland School District LCAP goals, Boulder Ridge Elementary will increase student achievement within English Language Arts by utilizing educational staff to administer multiple district assessments throughout the year. With the results of these assessments, teachers and staff will provide instruction that is structured in a personalized approach.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	11885
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.1- Refine and implement California State Standards-aligned Units of Study and Assessments in English Language Arts: Textbook Annual Purchases (replacement and growth) & Scholastic Magazine/Books and Supplies.
Amount	10000
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.1- PRefine and implement California State Standards-aligned Units of Study and Assessments in English Language Arts: UDL Lesson Development ELA
Amount	16666
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	LCAP Goal 1 Academic: 1.3 - Provide High quality professional learning opportunities for staff to support the implementation of personalized learning: Professional Learning: Universal Design Learning UDL
Amount	3430
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.6 Provide students with extended learning time opportunities and supports: Kinder ESGI Assessment.
Amount	7500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.13 Increase special education supports: IEP sub coverage.
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.3 - Provide High quality professional learning opportunities for staff to support the implementation of personalized learning: Professional Learning Resources/ Materials for instructional coach.
Amount	4725
Source	LCFF
Budget Reference	None Specified
Description	LCAP Goal 1 Academic: 1.4- Provide a personalized learning, multi-tiered system of support for students' academic achievement: Ensuring the Academic Multi-Tiered Systems of Success is implemented through the usage of iReady assessment and lessons, GoFormative, Nearpod, and Academic Goal Setting Incentives & Celebrations.
Amount	19685
Source	ESSER III
Budget Reference	None Specified
Description	LCAP Goal 1 Academic: 1.6- Provide students with extended learning time opportunities and supports: Summer Learning Program, After School and Saturday Tutoring/Office Hours, & FEV Virtual Tutoring Service
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.9- Improve library resources to meet 21st Century expectations: refresh and add Library Resources, utilize Accelerated Reader as a school-wide system of monitoring grade level reading, and provide access to students with

digital books that align to their reading levels and provide accessibility to literature through the program MyOn.

Strategy/Activity 2

Provide Reading Intervention for students not at grade level utilizing the Curriculum Associates (iReady) program. This program will be used after each diagnostic to provide targeted small-group instruction to meet the needs of students who are below grade level in reading.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum Associates Phonics Reading Intervention program utilized during small group instruction. This systematic, explicit instruction program delivers the right skills, in the right order, to help older students who have long struggled at the word level. Each lesson provides a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency. Purchase First Level Student books (100) and then proceed with purchasing Level 2 & Level 3 once iReady Diagnostic 1 is completed.

Strategy/Activity 3

Professional Development - Grade Level Planning Days: Provide opportunities for teachers and instructional aides to engage in Professional Development opportunities, to develop themselves as educators and provide professional development to individualized teachers, grade level groups, or whole staff which will then influence teachers to apply new and effective teaching strategies in the classroom.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Instructional Aides
Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Grade-level planning time to support Universal Design Learning implementation with the focus on Personalized Learning in the core academic areas of reading, writing, mathematics, science, and social studies. Two times within the year, which will sub out teachers & instructional aides to plan for a full day.

Strategy/Activity 4

Provide access to English Language Arts supplemental materials that will support the access and modification of instruction to meet the needs of each individual student.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	6463
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Academic Materials to Support Small Group and Personalized Learning for English Language Arts within classroom routines. Items to include academic books, learning center items for hands-on learning, flashcards, etc
Amount	7000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Build Literacy Libraries to include a variety of literature pieces that support foundational skills of reading and rigorous comprehension strategies. Focusing on literacy and students being able to read by grade 5, grade level teams will collaborate and build a Literacy Library for their grade levels. This will include literature at-grade level, materials to support with fluency, & decodable readers. These items will be used amongst the grade level team to support small group instruction.

Strategy/Activity 5

Offer After-School opportunities that provide opportunities for students who identified as needing intervention or enrichment opportunities as determined by the results of iReady Reading Diagnostic, to then increase student achievement and growth within the area of English Language Arts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated and classified to host after-school learning opportunities for students are in need of academic support. Beginning of the year academic interventions to increase student achievement in foundational literacy.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By June 2024, 60% of students will meet their iReady Reading Typical growth goal, as reflected on the iReady Math Diagnostic 3.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-2024 school year, Boulder Ridge Elementary will increase student achievement in mathematics by setting personalized goals and engaging in continuous monitoring of student academic data to inform instructional practices.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Math Diagnostic Test - End of Year Grade Level Achievement	2022-2023 School Year, 42% of students in grades K-5 are performing at or above grade level.	50% of students in grades K-5 will perform at or above grade level.
iReady Math Lesson Pass Percentage	2022-2023 School Year, iReady Reading Lesson Passing Rate 95%.	2023-2024 School Year, iReady Reading Lesson Passing Rate 100%.
CAASPP Math Scale Score Trend (add scale score goals for grades 3-5 here. Add rows).	2022-2023 School Year, scored an overall 2438 Scale Score, +15 Point Increase	The results will be an overall 2453 Scale Score
CAASPP Math Trend Data	2022-2023 School Year, scored an overall 29% Trend Data	The results will be an overall 35% Trend Data score
3rd Grade CAASPP Math Scale Score Trend	2022-2023 School Year, 3rd Grade Students Math Scale Score Trend of 2404.	3rd Grade Students CAASPP Math Scale Score Trend result of 2414 points, +10 point increase.
4th Grade CAASPP Math Scale Score Trend	2022-2023 School Year, 4th Grade Students Math Scale Score Trend of 2442.	4th Grade Students CAASPP Math Scale Score Trend result of 2452 points, +10 point increase.
5th Grade CAASPP Math Scale Score Trend	2022-2023 School Year, 5th Grade Students Math Scale Score Trend of 2469.	4th Grade Students CAASPP ELA Scale Score Trend result of 2479 points, +10 point increase.
Students with disabilities CAASPP Math results.	2022-2023 School Year, 16% of students with disabilities were meeting or exceeding standard on Math CAASPP.	25% of students with disabilities will meet of exceed standard on ELA CAASPP.

Metric/Indicator	Baseline	Expected Outcome
Students with disabilities iReady Math End of the Year Grade Level Achievement.	2022-2023 School Year, 9% of students with disabilities in grades K-5 are performing at or above grade level.	12% of students with disabilities in grades K-5 will be performing at or above grade level.

Planned Strategies/Activities

Strategy/Activity 1

Aligning with Romoland School District LCAP goals, Boulder Ridge Elementary will increase student achievement within Mathematics by utilizing educational staff to administer multiple district assessments throughout the year. With the results of these assessments, teachers and staff will provide instruction that is structured in a personalized approach.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	19685
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.1- Refine and implement California State Standards-aligned Curriculum and Assessments in Mathematics: Textbook Annual Purchases (replacement and growth).
Amount	20045
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.2- Refine and implement California State Standards-aligned Curriculum and Assessments in Science and Social Studies: Elementary NGSS Materials Annual Refresh in order for grade levels to teach Science standards within their classrooms.
Amount	10000
Source	ESSER III

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.1 Refine and implement California State Standards-aligned Curriculum and Assessments in Mathematics: UDL Lesson Development Math
Amount	10000
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.3 Provide high quality professional learning opportunities for staff to support the implementation of personalized learning: Professional Learning: Math

Strategy/Activity 2

Grade Level Professional Development and Planning with Jen Moffet, expert math coach. Her expertise in Mathematical Framework is extensive and she is able to tailor professional development around grade level standards and how teachers can use effective strategies to teach mathematics in concrete, representational, and abstract ways, which support the true development of students' developmental levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Instructional Aides
Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount	4800
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Invest in an outside expert to support the grade level vertical alignment of mathematical standards for the school site. Utilize the outside support as a means to lead PLC's through meaningful collaborative work that will contribute to personalized instruction based upon assessments that are relevant to the California Common Core Mathematical Standards and the updated mathematical framework.

Strategy/Activity 3

Provide access to Mathematical supplemental materials that will support the access and modification of instruction to meet the needs of each individual student.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Instructional Aides
Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Math Station Rotations & Center Materials to ensure adequate supplemental instructional supplies and materials are available to support with Universal Design Learning for mathematical routines in the classroom that are authentic, meaningful, engaging, and real-world experiences to include but not limited to reprographic order, copy paper, manipulatives, etc.
Amount	3295
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Invest in an online math program for grades 3rd-5th. Reflex uses research-proven methods and innovative technology to provide the most effective math fact fluency solution available. Across multiple grade levels, standardized tests, and assessments—students who use Reflex are scoring higher and growing faster than their peers. Students in grade levels will use the program daily to strengthen their automaticity of number facts.

Strategy/Activity 4

Offer After-School opportunities that provide opportunities for students who identified as needing intervention or enrichment opportunities as determined by the results of iReady Math Diagnostic, to then increase student achievement and growth within the area of Mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Instructional Aides
Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated to host after-school learning opportunities for students show are in need of academics support or to engage in enrichment opportunities. Classified to host after-school learning opportunities for students show are in need of academics support or to engage in enrichment opportunities.
Amount	1000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified to support after-school learning opportunities for students show are in need of academics support or to engage in enrichment opportunities.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By June 2024, all English learners will score yellow or green on iReady Reading Diagnostic #3 and increase one ELPI level on the Summative ELPAC for 2023-24.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-2024 school year, Boulder Ridge Elementary will increase English Language Students' language proficiency by setting personalized goals and participating in both designated and integrated English Language Development instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Level Proficiency (Level 4) Scores	8.5% of our EL students are proficient, or a level 4, according to 2023 summative ELPAC.	At minimum, 12% of our EL students will be proficient, or a level 4, according to the 2024 summative ELPAC.
CAASPP ELA English Language Learners Meeting or Exceeding Standard CAASPP ELA	40% of EL students were meeting or exceeding standard on 2022-2023 CAASPP ELA.	At minimum, we will increase our CAASPP ELA overall percent of students meeting or exceeding the standard to 45%.
English Learner Progress - iReady Reading Diagnostic (EL Group)	25% of English Language Learners were two or more grade levels below, as determined by the final 2022-2023 iReady Reading Diagnostic.	English Learners will decrease the 25% two or more grade levels below by 10%, to 15%.

Planned Strategies/Activities

Strategy/Activity 1

Aligning with Romoland School District LCAP goals, Boulder Ridge Elementary will increase English Language Learner's academic achievement and language acquisition by utilizing educational staff to administer multiple district assessments throughout the year. With the results of these assessments, teachers and staff will provide both integrated and designated English Language Development instruction.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1480
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.6- Provide students with extended learning time opportunities and supports: ELPAC Assessment (sub time and/or staff extra hours), Kinder ESGI Assessment (sub time and/or staff extra hours), & FEV Virtual Tutoring Service.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.8- Increase parent/guardian support to meet the needs of students through the program PIQE.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic: 1.9- Improve library resources to meet 21st Century expectations by providing access to English Language Learners to MyOn which includes a variety of books online in multiple languages and can translate literature.
Amount	1500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic: 1.10- Provide support for English Learners to become English proficient by utilizing Bilingual Aides, ELPAC Staff Training (staff extra hours), and the usage of ELLevation for EL & RFEP progress monitoring.

Strategy/Activity 2

Support Literacy by incorporating the English Language Development program through the English Language Arts Core Curriculum, McGraw-Hill Wonders and other academic materials that will increase student English Language development.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Instructional Aides
Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Support literacy in ELL students and increase student achievement each grade level will purchase the Wonders ELD companion book. - Designated ELD in classrooms.
Amount	2840
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Ensure that EL students are making adequate progress in English Language Development by providing access to appropriate and relevant resources and materials but not limited to reprographic order, copy paper, learning resources, and technology etc.

Strategy/Activity 3

Provide opportunities for teachers and school staff to collaborate with one another to determine the best approaches to meet the needs of English Learners.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach
Instructional Aides
Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount	7000

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Designated ELD Planning Days for core English Language Learner teachers and Bilingual Aides to meet with Administration and Instructional coach to research and educate themselves on the California ELD Standards and appropriate Instructional Strategies to support ELD instruction integrated within all subject areas.

Strategy/Activity 4

Certify a BRES teacher under GLAD strategies to support with training all teachers to support English Language Learners.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teacher
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Project GLAD is a professional development training for teachers designed to deliver content in the most effective way, according to research. The Elementary Certificated teacher will become a master teacher in less than 6 weeks with videos of theory/research and videos of live Elementary classroom demonstrations of GLAD strategies, with coaching!

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Climate and Engagement (Attendance)

Goal Statement

Boulder Ridge will provide a safe and engaging environment that supports all students and promotes the social, emotional, and physical well-being of all students. By June 2024, Boulder Ridge Elementary School will maintain the rate of Chronic Absenteeism as reflected in May of 2023 (27.10%) and decrease that by 10%.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

During the 2023-2024 school year, Boulder Ridge Elementary will decrease Chronic Absenteeism amongst students to ensure that students are attending each day to increase academic achievement and developing the 7 Habits to be Highly Effective Individuals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absence Rate	232 students were chronically absent during the 2022-2023 School Year.	Lower Chronic Absenteeism by at least 30%, from 232 students to 165 students.
Attendance Rate	91% attendance rate during the 2022-2023 School Year.	Attendance rate will increase from 91% to 96%.
SART Meetings	100% of SART Meetings were closed in the 2022-2023 School Year.	100% of SART Meetings will be closed in the 2023-2024 School Year.

Planned Strategies/Activities

Strategy/Activity 1

Aligning with Romoland School District LCAP goals, Boulder Ridge Elementary will increase engagement and attendance to improve student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal

Attendance Clerk
Office Clerk
Counselor
Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.3- Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students. This includes providing Elementary Physical Education Supplies and Playground Equipment for all students.
Amount	15120
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.3- Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students. This includes monies allocated to Field Trips for students to experience off-campus learning.
Amount	24600
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.3- Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students. This includes stipends for both certificated and classified staff to offer after-school clubs in a variety of activities.
Amount	2660
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.3- Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students. This includes identifying students who qualify as Gifted and Talented and provide enrichment supplies for students.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.4- Close the "Digital Divide" by providing access to instructional technology devices and internet connectivity and annually refreshing the technology for our students through the use of Chromebooks.

Amount	945
Source	LCFF
Budget Reference	None Specified
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.5 Provide a comprehensive multi-tiered system of support for student attendance through the Multi-tiered system of support of attendance within the Romoland School District. This is done through attendance goal setting and providing incentives or celebrations. Also working with families through the SART/SARB process to address Chronic Absenteeism & provide support and/or resources.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.6- Provide strategic support and resources for Foster Youth by working with the School Engagement/Foster Liaison support for Foster and Homeless Youth, and families in need of resources.
Amount	2000
Source	LCFF
Budget Reference	None Specified
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.7- Increase parent/guardian and community communication and engagement by providing translation services, employing the Parent/Community Engagement Office Clerk, utilizing Aeries Parent Portal and Parentsquare to communicate effectively with families.
Amount	9000
Source	ESSER III
Budget Reference	None Specified
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 1.8 Increase parent/guardian support to meet the needs of students: Community Learning Events at schools.

Strategy/Activity 2

Provide engaging activities during the school year to support with the love of learning and sense of belonging. This is to include School-wide learning events and Off-campus learning experiences

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Attendance Clerk
Office Clerk
Counselor

Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	10500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Off-campus Learning Experiences to be brought to the campus to support the student engagement and connections to academics for all TK-5th grade students.
Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	On-campus Learning Experiences to be brought to the campus to support the student engagement and connections to academics for all TK-5th grade students. ** BMX Bike Assembly ** Traveling Tide Pools ** Imagination Machine

Strategy/Activity 3

Engage in the Meet the Masters elementary school art experience to the classroom that includes engaging presentations where children learn about the fascinating lives and famous works of the Master Artists. Students will engage in interactive questions and multi-media content will captivate the students while also creating a piece of art that is replicated from the original artist.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3746
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase the Meet the Masters Program with 7 Artist Tracks that will include teaching materials and art materials for students to engage in art history and art practices.
Amount	1000

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	At Boulder Ridge, it is important as a Leader in Me School that we allow all students to Find and Strengthen their voice through their individuality and creativity. Therefore this school year, ensuring students are immersed in the Arts. Materials will be provided to students throughout a variety of classroom and after-school events that inspire artistic outlets.

Strategy/Activity 4

Professional Development for Chronic Absenteeism Summit attended by Assistant Principal, Counselor, and Attendance Clerk.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Attendance Clerk
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Riverside County Office of Education Chronic Absenteeism Summit. Attendance Works estimates that the rates of chronic absenteeism have doubled post-COVID. At this summit, our Attendance Team will hear inspiring stories from school districts on best practices and strategies to create fun and engaging campus environments, successfully increase attendance, and how students feel like VIPs. “The Party’s at School” supports how we can create an environment where students are engaged and successful.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe and Engaging Learning Environment

Goal Statement

By June 2024, 85% of BRES students will be Exceeding or Meeting in the area of “Behavior: Follow school and classroom rules” based on semester 2 report card data.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

In order to increase the overall student engagement at Boulder Ridge, our goal is to continue to provide a safe and welcoming school climate with a focus on enriching academics and social-emotional learning for all students. We hope that through the implementation of The Leader in Me, students will gain the valuable skills of the 7 + 1 habits to support their interactions in and out of school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CHKS Survey School Connectedness	2021-2022 CHKS Survey School Connectedness, 67%	CHKS Survey School Connectedness, 80%
CHKS Survey Academic Motivation	2021-2022 CHKS Survey Academic Motivation, 73%	CHKS Survey Academic Motivation, 85%
CHKS Survey Caring Adult Relationships	2021-2022 CHKS Survey Caring Adult Relationships, 63%	CHKS Survey Caring Adult Relationships, 75%
CHKS Survey High Expectations	2021-2022 CHKS Survey High Expectations, 81%	CHKS Survey High Expectations, 90%
CHKS Survey Meaningful Participation	2021-2022 CHKS Survey Meaningful Participation, 41%	CHKS Survey Meaningful Participation, 65%
Leader in Me Measurable Results Analysis	2021-2022 Leader in Me Measurable Result Analysis was an overall score of 71.	Leader in Measurable Results Analysis, overall score of 80.
Number of Suspensions	8 suspensions during the 2021/22 school year.	Maintain a low suspension rate less than 8
Been Hit or Pushed (safety)	34 of our fifth grade students report being hit or pushed at school during 2021-22.	30 or less 34 of our fifth grade students will report being hit or pushed at school during 2022-23.
School Facilities	73 of our fifth grade students report upkept facilities during 2021-22.	75 or more of our fifth grade students will report upkept facilities during 2022-23 school year.

Planned Strategies/Activities

Strategy/Activity 1

Aligning with Romoland School District LCAP goals, Boulder Ridge Elementary will continue to provide emotionally & physically safe learning environments for all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.1- Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health. Providing a counselor at the school site to support with classroom lessons, school-wide initiatives, and provide individualized counseling for students. Provide Elementary School-based Mental Health Therapist Services and CareSolace for students within a Tier 3 approach to mental health. Provide a BCBA for students within a Tier 3 approach to supporting behaviors.
Amount	15000
Source	LCFF
Budget Reference	None Specified
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: Increase instructional support to meet the personalized learning needs of students: Boulder Ridge's Strategic Plan to continue implementation of the Leader in Me.
Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.1- Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health. The school site utilizes the California Healthy Kids Survey to ensure that students within the 4th and 5th grades feel connected and safe at school.

Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.1- Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health. The school site utilizes the OLWEUS Anti-bullying Program to educate students on Bullying and how to be an upstander.
Amount	945
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP GOAL 2: SEL-B & ATTENDANCE: 2.1- Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health. This includes SEL-B Goal Setting Incentives & Celebrations to the activities taking place at school.
Amount	2300
Source	LCFF
Budget Reference	None Specified
Description	LCAP GOAL 3: Climate and Safe Environment - 2.8 Ensure vertical alignment between grade spans for supporting positive student transitions to new school environments. This takes place when vertical alignment opportunities take place for preschool and 5th grade students through collaborative meetings and tours of their new classes/schools.
Amount	25438
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP GOAL 3: Climate and Safe Environment - 3.2- Provide a physically safe learning environment for all students. Usage of a variety of safety precautions and systems are implemented at the site level. This is seen as replenishing emergency supplies and providing individual supplies for students.
Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LCAP GOAL 3: Climate and Safe Environment - 3.2- Provide a physically safe learning environment for all students. Implementation of Raptor Visitor & Emergency Management System to ensure all students and staff are accounted for and that visitors are properly screened.
Amount	0
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	LCAP GOAL 3: Climate and Safe Environment - 3.2- Provide a physically safe learning environment for all students, which includes district efforts with maintaining the Increase of Noon Duty Supervisors at Boulder Ridge Elementary.

Strategy/Activity 2

Year 6 implementation of The Leader in Me at Boulder Ridge, now being a recognized Lighthouse certified school, engaging in next steps to increase community and parent/guardian engagement. Also, the included daily emphasis on Leader in Me Lessons within the classroom.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	5100
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	This year Boulder Ridge will focus on the following areas based upon the Measurable Results Analysis: Interpersonal Effectiveness, Collective Efficacy, & Instructional Efficacy. We will be able to embrace new paradigms of creating close bonds with our staff which includes both Certificated and Classified members. With that building of trust, compassion, and respect we can continue to support all of our students in a variety of ways.
Amount	3000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	As we continue into the Journey of Leader in Me at Boulder Ridge, we hope to continue educating our new staff on the foundations of the 7 Habits of Highly Effective Individuals. This year we look forward to sending staff to Leader in Me professional development opportunities to inspire and motivate our staff to make lasting contributions to our school site.

Strategy/Activity 3

Work collaboratively with the counselor, a key member of the MTSS system of Social Emotional Well-being. Preplan the year to ensure goals and yearlong initiatives match the needs to support students throughout the year with both academics and social emotional well-being.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Have a planning session with the Counselor to plan out the year based upon the needs of the school-site. Ensuring monthly 2nd-Step lessons are provided to all classrooms, groups are established and take place weekly, and individual sessions are also taking place. Also, looking at the event based responsibilities the counselor takes on and planning dates, needed support and resources are also established.

Strategy/Activity 4

School Wide Behavior Management System, Class Equity. Students participating are able to track their behavior goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Invest in a system to grant and track positive behaviors for students using an online platform. This will allow for students to be able to monitor their behavior and peer/adult interactions for doing good deeds and acts. They will be able to spend their funds within the Bulldog Boutique which is run by student leadership.

Strategy/Activity 5

Encourage staff to support after-school events that include activities connected to academics, culture, and social emotional well being.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide extra duty pay for both certificated staff to engage in after-school events. Night's such as Family STEAM Night, Literacy Night, and other workshop model activities to support our community with understanding our vision of academics and leaders in me.
Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide extra duty pay for both classified staff to engage in after-school events. Night's such as Family STEAM Night, Literacy Night, and other workshop model activities to support our community with understanding our vision of academics and leaders in me.

Strategy/Activity 6

Positive Behavioral Interventions and Supports through the usage of signage that displays school-wide expectations of students to engage in being responsible, respectful, and safe.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
Teachers
School Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Continued work around positive behavior is a school-wide focus. Refreshing posters and signage that encourages students to follow consistent routines on campus and be responsible, respectful, & safe. Updating current signage around the school site and adding new that embeds Leader in Me will provide visual reminders of our PBIS system, actions and strategies that can support with regulation of student emotions and behaviors.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	104,510.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	360,753.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	106,904.00	0.00
Title III	12,240.00	0.00

Expenditures by Funding Source

Funding Source	Amount
ESSER III	75,351.00
LCFF	166,258.00
Title I	106,904.00
Title III	12,240.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,676.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	123,502.00
5000-5999: Services And Other Operating Expenditures	35,620.00
5800: Professional/Consulting Services And Operating Expenditures	14,300.00
None Specified	53,655.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSER III	46,666.00
None Specified	ESSER III	28,685.00
1000-1999: Certificated Personnel Salaries	LCFF	38,510.00
2000-2999: Classified Personnel Salaries	LCFF	0.00
4000-4999: Books And Supplies	LCFF	87,658.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,120.00
None Specified	LCFF	24,970.00
1000-1999: Certificated Personnel Salaries	Title I	38,500.00
2000-2999: Classified Personnel Salaries	Title I	3,000.00
4000-4999: Books And Supplies	Title I	32,004.00
5000-5999: Services And Other Operating Expenditures	Title I	20,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,900.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	3,840.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,400.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Heather Hilz Fitzgerald	Principal
Erin Lipsitz	Classroom Teacher
Jennifer Roark	Classroom Teacher
Jessica Jones	Classroom Teacher
Kimberly Reeder	Parent or Community Member
Juan Zamora	Parent or Community Member
Sean Reeder	Parent or Community Member
Marlena Garner	Parent or Community Member
Kelly Jerabek	Parent or Community Member
Mary Godoy	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/26/23.

Attested:

	Principal, Heather Hilz Fitzgerald on 9/26/23
	SSC Chairperson, Kimberly Reeder on 9/26/23

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Title I, Part A School-Parent Compact

The Boulder Ridge Elementary, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (Every Student Succeeds Act [ESSA] Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Our goal at Boulder Ridge Elementary is to provide a rigorous and accessible education, consistent from grades TK-5th.
This is done by incorporating all of the Romoland School District Academic Multi-Tiered Systems of Support:
District Adopted Curriculum
Access to 1:1 Technology
Personalized Instructional Strategies

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Boulder Ridge Elementary is committed to connecting families and our community to our school in support of increasing student achievement. This is done through the following means of outreach:

- Parentsquare

- October Student-Led Conferences
- Pastries with the Principal
- Progress Reports and Semester Reports
- Parent Volunteers through Raptor System

This Compact was established by Boulder Ridge Elementary on September 26th, 2023, and will be in effect for the period of 2023-2024 School Year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: November 1st, 2023.

Heather Hilz Fitzgerlad

Name and Title of Authorized Official

Principal

Signature of Authorized Official

09/26/23

Date

California Department of Education
April 2020

Title I, Part A School-Level Parent and Family Engagement Policy

Boulder Ridge Elementary, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

At Boulder Ridge, we are committed to connecting families and our community to our school through:

- Volunteer Trainings (In-person or Virtual)
- Parent Workshops based on a variety of topics (In-person or Virtual)
- Back to School Night & Open House
- Pastries with the Principal
- PTO Meetings
- Cookies with the Counselor
- Variety of Family Events, during and after school hours

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Parents and family members may amend a parent and family engagement policy by attending School Site Council Meetings and/or connecting with administrators to make suggestions for any changes.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

The LEA will collaborate with the school to amend policies as needed.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

The LEA and School Site will collaborate with parents who share non-satisfactory comments of the Family Engagement Policy.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall

be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Information about Boulder Ridge Elementary's Title I program is shared at the Back to School Night.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Meetings take place throughout the year that allow for families to engage with the schoolsite and learn about initiatives. These are seen as Pastries with the Principal, School Site Council Meetings, English Language Advisory Council, Parent Teacher Organization Meetings.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Parents and families have an opportunity to plan, review, and provide input on Title 1 funds within School Site Council and English Language Advisory Council. Boulder Ridge Elementary also sends out surveys throughout the school year to seek out input and ideas on how funds are spent under Title I and other site initiatives.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

Monthly meetings with the School Site Council, Pastries with the Principals, and English Language Advisory Council meetings, to provide input on decisions relating to the education of their children.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent

comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

The LEA and School Site will collaborate with parents who share non-satisfactory comments of the Family Engagement Policy.

Boulder Ridge Elementary's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on September 26th, 2023. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before November 1, 2023.

Signature Page

Heather Hilz Fitzgerald

Name and Title of Authorized Official

Principal

Signature of Authorized Official

9/26/23

Date

California Department of Education
April 2020